REPORT RESUMES

ED 010 620 24

OCCUPATIONAL TRAINING CENTERS FOR 16-18 YEAR-OLD YOUTH. A DEMONSTRATION PROGRAM FOR POTENTIAL OR ACTUAL DROPOUTS.

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REPORT NUMBER BR-6-2958 PUB DATE JAN 67
GRANT OEG-4-7-062958-0417
EDRS PRICE MF-$0.18 HC-$4.40 110P.

DESCRIPTORS- VOCATIONAL EDUCATION, *JOB TRAINING, JOB SKILLS, *DROPOUT PROGRAMS, POTENTIAL DROPOUTS, OUT OF SCHOOL YOUTH, *WORK STUDY PROGRAMS, WORK EXPERIENCE PROGRAMS, PART TIME JOBS, BLUE COLLAR OCCUPATIONS, WHITE COLLAR OCCUPATIONS, SURVEYS, *DEMONSTRATION CENTERS, PROGRAM PLANNING, INDIVIDUALIZED PROGRAMS, GENERAL EDUCATION, ON THE JOB TRAINING, *SKILL CENTERS, LOS ANGELES, CALIFORNIA

A SURVEY WAS CONDUCTED TO ASCERTAIN NECESSARY PROCEDURES FOR ESTABLISHING WORK-STUDY PROGRAMS FOR ACTUAL OR POTENTIAL DROPOUTS, AGES 16 AND 17, IN THE LOS ANGELES UNIFIED SCHOOL DISTRICT. THIS SURVEY WAS MADE TO HELP PROVIDE MEANS TO MEET THE CALIFORNIA EDUCATION CODE REQUIREMENTS FOR COMPULSORY CONTINUATION EDUCATION. THE STUDY DETERMINED THAT SUCH PROGRAMS WOULD STRESS INDIVIDUALLY ORIENTED, OCCUPATIONAL TRAINING WITH SUPPORTIVE EMPHASIS ON ACADEMIC SKILLS. A SPECIAL TASK FORCE CONDUCTED THE SURVEY, GATHERING DATA FROM A REVIEW OF PERTINENT LITERATURE AND FROM INTERVIEWS AND CONFERENCES WITH POTENTIAL AND ACTUAL DROPOUTS, SCHOOL DISTRICT PERSONNEL, AND REPRESENTATIVES FROM LABOR, INDUSTRY, AND GOVERNMENT. AS AN OUTCOME OF THE SURVEY, THE TASK FORCE RECOMMENDED THE ESTABLISHMENT OF TWO DEMONSTRATION CENTERS FOR VOCATIONAL EDUCATION. ONE WOULD TRAIN STUDENTS FOR EMPLOYMENT IN THE AVIATION, ELECTRONICS, AND AEROSPACE INDUSTRIES, AND THE OTHER WOULD PROVIDE TRAINING FOR GOVERNMENTAL AND INDUSTRIAL OFFICE OCCUPATIONS. JOB ORIENTATION, WORK OBSERVATION, AND ON-THE-JOB PAID EXPERIENCE WOULD BE INCLUDED IN THE CURRICULUMS. BOTH CENTERS WOULD OFFER THE OPPORTUNITY TO COMPLETE REQUIREMENTS FOR A HIGH SCHOOL DIPLOMA. (JH)

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FINAL REPORT
Project No. 6-2958
Grant No. 4-7-062958-0417

OCCUPATIONAL TRAINING CENTERS FOR 16-18 YEAR-OLD YOUTH

A Demonstration Program for Potential or Actual Dropouts

January 1967

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

OCCUPATIONAL TRAINING CENTERS FOR 16-18 YEAR-OLD YOUTH,

A Demonstration Program for Potential or Actual Dropouts

Project No. 6-2958
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Leon L. Kaplan

January 1967

The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Los Angeles City School Districts

Los Angeles, California

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OCCUPATIONAL TRAINING CENTERS FOR 16-18 YEAR-OLD YOUTH

A Demonstration Program for Potential or Actual Dropouts

Introduction

Statement of Problem. Compulsory full-time education is required by provisions of the California Education Code (1) until a pupil attains the age of 16. If a 16- or 17-year-old pupil withdraws from a full-time high school program, he is required by the Code to attend either a continuation education class for a minimum of four hours per week, if fully employed, or a special continuation education class for not less than three hours per day during the period of unemployment. An Education Code amendment, which became effective in September, 1965, concerns compulsory continuation education and provides that "the Superintendent of Public Instruction shall withhold from the district ten percent (10%) of all apportionments from the State School Fund, until the governing board fully complies with the provisions...provided that apportionments to a district shall not be reduced below one hundred twenty dollars ($120) per pupil in average daily attendance in the district during the fiscal year." This legislative change has led to an expansion of the Los Angeles Unified School District's continuation education program. The revision in the Education Code also motivated the District to request a planning grant from the Bureau of Research, Office of Education, U.S. Department of Health, Education, and Welfare, to enable a Task Force of staff members to design an optimum program that would meet the special needs of those 16- and 17-year-old unemployed pupils who are no longer enrolled in a regular school.

The most recent study of "Transiency and Dropout Rates in Los Angeles City Schools, 1964-65" (2) reveals that of the 8830 dropouts reported for the school year, 6079 or 68.8 percent were in the 16- and 17-year age bracket. In compiling data for the above study, a dropout was defined as any 9th, 10th, 11th, or 12th grade pupil who left school before graduation and was not known to have enrolled in any other school. The same definition of a dropout has been adopted for the present investigation.

According to School District statistical reports, 597 pupils who were 16 and 17 years of age were enrolled, as of November 10, 1966, in three-hour per day continuation classes which had an average daily attendance of 216 pupils. These classes were established in nine comprehensive high schools and in one existing specialized continuation high school to implement the 1965 continuation education legislation. Instruction is currently limited to basic academic subjects except for the broader curriculum offering of the specialized high school. Four hundred seventy-eight fully employed pupils have enrolled in continuation classes at seven other schools for four hours per week.

Some 16- and 17-year-old dropouts are benefiting from other services and/or training programs, many of which are operated by cooperating community agencies, including the School District. Information regarding participation or enrollment was obtained from administrators of the following projects:

1. The Neighborhood Youth Corps out-of-school program provides paid work experience for 707 youth in public and private non-profit agencies in a variety of low-skill entry jobs. The Economic Opportunity Act specifies limited family income as an eligibility requirement for participants. Referrals are made to the Neighborhood Youth Corps by the California State Employment Service through its Youth Opportunity Centers.

2. The Youth Training and Employment Project, which is also funded under provisions of the Economic Opportunity Act, is a demonstration program that served thirteen hundred 16- and 17-year-olds during the 1965-1966 fiscal year and is continuing its program in 1966-1967 with approximately the same number of participants. The project functions in two locations and offers counseling and testing service and remediation in basic academic subjects. In addition, some occupational skills are taught under provisions of the Manpower Development and Training Act, with training allowances available. The California State Employment Service assists trainees in securing jobs.

3. The Manpower Development and Training Act Skill Centers are providing skill training and basic education for one hundred thirty-seven 17 year-old boys and girls who are either unemployed or underemployed. These youth are eligible for a training stipend and are referred through the California State Employment Service.

4. An additional 301 boys and 200 girls are enrolled in the Job Corps which provides both basic education and vocational training for youth from 16 to 21 years of age. Age level data were not available at the time of the investigation to determine the number of 16- and 17-year-olds participating in this Office of Economic Opportunity program for disadvantaged youth. According to the Regional Job Corps Director, however, a majority of the participants are in the 18 to 21 age group.

Although valuable services are provided for out-of-school youth by the Neighborhood Youth Corps, the Youth Training and Employment Project, the Manpower Development and Training Act, and the Job Corps, no credit is granted toward high school graduation.

The School District provides the following specialized programs designed to prevent pupils from becoming dropouts:

1. The in-school Neighborhood Youth Corps Project, under auspices of the Economic Opportunity Act, aims to ease financial pressure by enabling 1926 needy high school pupils to receive stipends for productive work in school facilities.

2. Nearly 3500 pupils are participating in a combination school-work experience program with a daily schedule of either four hours of school work and four hours of private employment, or five hours of schooling and three hours of employment.

3. Flexible programming, remediation, and enrichment are utilized to meet individual needs according to pupil ability and interest.

4. Adjustment center high schools and adjustment classes in the regular schools aid potential dropouts through special counseling and individualized instruction.

The Economic Opportunity Act and the Elementary and Secondary Education Act have enabled the School District to provide additional specialized programs of remediation and enrichment and to offer intensive counseling and health services for pupils from disadvantaged areas. The District began activities under the Economic Opportunity Act in February, 1965, with Elementary and Secondary Education Act projects commencing in February, 1966. The programs, which served pupils from pre-kindergarten through adult school, were evaluated as of June, 1966 (3), (4). Those projects considered to be most effective are continuing during the current school year and have been supplemented by new projects that have been added since September, 1966. Many of the revisions and additions to existing programs and services are designed to improve the holding power of the schools.

The special educational needs of pupils in continuation classes are given emphasis in the California Education Code which requires that "such classes shall provide suitable instruction for the various individuals for whose benefit they are established." The members of the Task Force have focused their attention on the question: What constitutes "suitable instruction" to meet the needs of this important segment of the pupil population?

The Report of the Panel of Consultants on Vocational Education, "Education for a Changing World of Work," (5) includes the following statement:

> "A substantial number of students in the Nation's schools need special assistance in order to enter the labor force successfully. These young people have a wide variety of needs which must be taken into account before they can enter and continue to compete successfully in the labor force. Others have learning difficulties; they cannot keep up with the majority of their classmates and have few opportunities to participate in something worthwhile in which they can succeed. Still others have emotional or physical handicaps which create employment problems."

The School District staff has recognized that in spite of the specialized classes and services that are available, there exists a large number of 16- and 17-year-old boys and girls whose educational, psychological, and social needs are not being met.

Leighbody (6) reports that efforts to improve the trade and industrial education curricula usually take the form of a survey to determine the occupational complexion of the community and of an analysis of those occupations for which the courses and training are to be offered. Often, the data generated by efforts described by Leighbody are obsolete at the time they are infused into the curriculum.

One of the primary purposes of the current investigation was to design a demonstration program which would fulfill the requirement of "suitable instruction" for 16- and 17-year-old potential or actual high school dropouts by utilizing the available educational, industrial, and community resources capable of contributing to alternative solutions, and by developing a meaningful and realistic curriculum based upon research.

Because the District has reached its tax limit, however, it is unable to finance a suitable and expanded program of continuation education as required by the Code. The Task Force, therefore, has directed its efforts toward the drafting of legislation to enable the District to provide an optimum program for these pupils.

Background. The staff of the Los Angeles Unified School District was encouraged to develop an effective program for potential or actual dropouts by a new provision in the California *Education Code* which permits the establishment of regional occupational centers and authorizes local school districts to accept financial assistance from the Federal Government or from other public or private sources. Incentive was also gained from results of work exploratory and work experience programs and related demonstration or experimental projects in the District. Direction was found in current literature (p. 33) which strongly advocates a specially designed work-study schedule with emphasis upon occupational training. In these programs academic skills play a supportive rather than a dominant role. Recent legislation assesses a financial penalty upon school districts that do not offer a three-hour per day continuation education program for unemployed 16- and 17-year-old youth who are not enrolled in a regular full-time high school.

Review of Literature. A review of the literature listed in the bibliography (p. 33) reveals a recurrent emphasis on the critical need for potential and actual school dropouts to improve their social and saleable skills, to gain on-the-job training and earnings, to strive for attainable occupational goals, and to improve their basic education. Imperatives in Education (7) stresses that it is in the national interest that attention be directed to the above areas so that each individual may develop his abilities and thereby contribute to the realization of the high purposes of our democratic form of government.

A report of the "Educational Policies Commission" (8) states, "Opportunities to learn job skills are relatively easy for the pupil to value. They can increase his interest in school. They can help him to consider himself a useful and respected person." Burchill's (9) study concludes, "The way in which schools appear to be best able to prevent certain youngsters from developing delinquent behavior patterns is through curriculum combining work and study."

Elder's (10) research in California reveals that "To the extent that the instructional program is meaningfully related to the vocational roles students have, or intend to assume, they are likely to accept the school." He reports further, "Boys with jobs were more likely to plan on graduation from the school than unemployed boys." He concludes, "While we would agree with those who claim that there are few activities more effective in building a youth's self-respect than meaningful employment, the consequences of sham work should also be recognized, for it leads to disrespect for self and society."

The 1964-65 Los Angeles City Schools' study of dropouts reveals that dropping out of school was not limited to any geographic section of the District, although the percentage of dropouts was considerably higher in disadvantaged area schools. The data also indicate that the most frequent reason given by both boys and girls for leaving school was lack of interest in school. Venn (11) corroborates this finding and reports further, "At any given time thirty percent of the high school dropouts will be unemployed." He recommends that "A greatly increased work-study program should be developed for many students who need work experience and job satisfaction to continue their high school education."

The findings from the Los Angeles City School District's "Pilot Project to Aid Returning School Dropouts" are reported by Gowan and Demos (12). "A crucial problem discovered during the recruitment phase was the dire need of employment for many counselees...Throughout the school year, the project director and the field counselors worked closely with state and community agencies in an attempt to find employment, but the results were meagre." The report encourages the community to provide employment opportunities to complement the efforts of the school.

The Phi Delta Kappan (13) reports as follows on a project operated by the System Development Corporation in Santa Monica, California: "A promising approach to combating the dropout problem lies in the work-study program. Progress reports indicate that all students have displayed improved attitudes and have achieved better grade averages." A study by Handy (14) compares the relationships of curricular offerings to reasons for dropping out of school and indicates that for a majority of early school leavers "school subjects they had taken had not adequately prepared them for the world of work." He states further, "Most of the dropouts who participated in this study reported that they were bored with school, but indicated that they would return to school if they could choose the courses they wanted to take. Most of the parents of dropouts wanted their youngsters to continue their education."

The widespread concern for increased vocational counseling and guidance is readily observed in the writings of Conant (15), Super (16), Havighurst (17), and Hickman (14).

Hickman conducted a study of dropouts who returned to school for a summer program to determine if it were possible for the dropout to gain self-insight in addition to improving his basic skills. The following outcomes were noted:

1. Dropouts valued an education.

2. There was a measured intellectual gain, with the mean I.Q. increasing from 92 to 99.

3. There were phenomenal gains in occupational awareness as demonstrated by choice-making.

4. A noticeable growth in self-confidence took place.

5. The program's success in part was attributed to the ability of the counselors and teachers to work together as a team.

The literature provides support and direction for the development of curricula adapted to youth who are potential or actual dropouts and for the establishment of individualized work-study plans complemented by specialized guidance and health services. Source material recommending the combining of these elements into one operational service may be found in the writings of Bloom (22), Barlow (23), and Savitzsky (24).

A survey of employment needs was made by the Task Force to determine the essential skill training that should be included in a demonstration program (Appendix A). The investigation brought into sharp focus the concentration in the Los Angeles area of aviation, electronics, and aerospace industries with immediate and long-range employment needs.

Data contained in a U.S. News and World Report article (18) corroborate the survey findings by identifying job skills in demand now and in the future. The information is based on a U.S. Department of Labor analysis of probable changing job patterns through 1975 which reveals: "In the transportation field, demand for airplane mechanics will grow with greater use of business aircraft and the increased number of small commercial airlines."

Keck writes in the Mainliner (19): "About seven years ago the U.S. scheduled air carriers began introducing jet aircraft...The airlines at that time employed approximately 160,000. The airlines now have 200,000 on their payrolls. Over the next five years airline employment is expected to increase by 50,000."

The 1966 studies by Allen (20), (21), indicate the anticipated growth in the aviation industry together with the pressing need for well-trained aviation mechanics, and include recommended revisions in aviation school curricula.

The population growth in Los Angeles has brought an expansion in government services requiring a gamut of employee skills. According to the U.S. Department of Labor study (18), "Employment by state governments will almost double to approximately 4 million jobs by 1975. Local governments are expected to provide 8.6 million jobs, compared with about 6 million ten years earlier. Employment by the Federal Government...is expected to increase by only 7 percent... The increasing use of office machines will require an army of operators and will bring a forty percent increase in the number of workers needed to service these machines."

The employment opportunities identified by the Task Force and confirmed by the literature were fundamental considerations in the selection of occupational skills which might be incorporated in the training program.

Purpose. A grant was obtained from the Bureau of Research to enable a special Task Force to design demonstration Occupational Training Centers for 16- and 17-year-old potential or actual dropouts. A preliminary study which had been made by the School District's staff served as a basis for the grant and aided the Task Force during the conduct of the investigation. Related provisions of the California Education Code were analyzed in order to recommend revisions and to propose essential supporting legislation to implement the findings resulting from the investigation.

METHOD

Procedures. The Task Force assigned to conduct the research consisted of a secondary school principal, a high school head counselor, and a high school industrial arts teacher. A description of their training and experience may be found in Appendix B. A secondary school secretary aided the staff in preparing the report. In addition, teachers, consultants, supervisors, and administrators in many divisions of the School District served as resource personnel (Appendix A). Consultant service was provided by two university professors and by the Assistant Director of the Southwest Regional Laboratory for Educational Research and Development. (Appendix C)

The Task Force engaged in the following activities in carrying out the investigation:

1. Current literature was reviewed, and a bibliography of the pertinent material was compiled. The District Professional Library staff aided in the compilation. (p. 33)

2. Interviews and conferences were held with representatives from industry, schools, labor, community organizations, and government. (Appendix A)

3. Visits were made to airport facilities, manufacturing plants, government offices, community action centers for out-of-school youth, and selected schools and skill centers. (Appendix A)

4. Visits were made to San Diego, Oakland, Denver, Detroit, and New York to observe ongoing programs and to confer with school and government representatives. Information regarding the Urban Youth Program was obtained in a visit to Chicago. (Appendix A)

5. Advisory Committees were organized and consulted. (Appendix D)

6. A School District committee was organized to consider revisions of present legislation and to prepare new legislation relative to continuation education. (Appendix E)

7. Interviews were held with dropout pupils, continuation class pupils, and former dropouts who are currently enrolled in adult schools. Twenty-seven girls and 24 boys participated in individual conferences and group discussions with two members of the Task Force who have had extensive training and experience in teaching and counseling pupils with special educational and social needs. Pupils freely criticized various features of the high schools which they had attended and offered suggestions to be included if a new kind of school were designed for them. The following comments are typical of their responses:

   a. "Gym is unnecessary. Why can't we just have some recreation like ping-pong at noon?"

   b. "Don't keep pushing us to keep up with the class. Just let us do our work as fast as we can."

   c. "Too many teachers are over seventy-five. Can't you get some up-to-date teachers like Mr. P.?"

   d. "Help us with our reading."

   e. "Keep classes small enough so the teachers can give us extra help."

   f. "A lot of classes are boring. They make us take things that we don't like and don't need."

   g. "You ought to let us drink coffee and smoke at school. If teachers can, why can't we?"

   h. "Some high school kids are too silly. We like to be around an older crowd."

   i. "Maybe a guy could get a job if he could take more mechanics in school."

   j. "Girls should have classes in business and beauty to be able to go to work."

   k. "The country shouldn't make a kid go to school after he's fourteen."

l. "Don't give us marks for citizenship. Teachers hand out too many U's. Just mark us in subjects (even 'pass' or 'fail' would be OK)."

m. "The reason some guys come back to school is because they find out they need a diploma to get the kind of job they want."

n. "How come we don't get free bus tickets? It costs fifty cents a day to get here (round trip)."

o. "If I can get a job, and, man, I'm still looking, I'll quit continuation class because I need the money."

p. "I'll never get a diploma anyway. Do you know I'm almost eighteen and only have forty-five credits?"

During the single-contact interviews, pupils seemed to externalize factors related to their school experiences. Their comments focused on the need to evaluate subject offerings, teacher competencies, and regulations and standards. Additional interviews with these pupils might have provided an opportunity for them to explore and/or identify personal factors that may have affected their school adjustment.

Analysis. Data which were gathered by the Task Force from the activities listed above were discussed and analyzed by the Task Force and by members of the Advisory Committees. Suggestions were solicited from District personnel and the Project Consultants. Pertinent information was also obtained from visits to other cities, permitting direct observations and conferences regarding the following related programs:

Chicago:

Urban Youth Project

Denver:

The Metropolitan Youth Education Center
Manual High School Career Program
Griffith Opportunity School
Job Corps

Detroit:

Adult and Youth Employment Project
MDTA Skill Center
MDTA School of Practical Nursing

New York:

Aviation High School
Queens Vocational High School
School of Printing
Central Commercial High School
Automotive High School
School to Employment Program (STEP)

Oakland:

Grant and Dewey Continuation High Schools
Pleasanton Job Corps

San Diego:

Snyder Continuation High School
Midway Continuation High School
Wright Brothers High School

Although none of the out-of-state programs was organized to meet the needs of 16- and 17-year-old pupils who are subject to compulsory continuation education, it was found that many of the objectives and much of the philosophy and program content could be woven into a design for the Los Angeles proposal by incorporating the following:

1. Advisory Committees
2. Basic education, including remediation and job-related instructional materials
3. Small class size
4. Counseling and health services
5. Work-study combinations
6. Training allowances
7. Flexible scheduling
8. Limited peer competition

RESULTS

On the basis of the investigation, two demonstration Occupational Training Centers are proposed for 16- and 17-year-old pupils who are subject to compulsory continuation education. One of these Centers is planned for the Los Angeles International Airport area, the other near the Los Angeles Civic Center (p. 21). Both Centers will have the same objectives and organizational pattern and will offer specialized curricula related to the employment opportunities of the Center locations. Nearby industrial firms and/or governmental agencies will contribute to the Center programs in one or more of the following ways:

1. Serving on Advisory Committee
2. Providing resource experts for enrichment of instructional program through classroom demonstrations and preparation of teaching aids
3. Providing work observation opportunities
4. Providing employment opportunities

The behavioral objectives of the Centers are as follows:

1. To develop in pupils positive attitudes toward themselves, school, work, and community
2. To improve pupils' basic skills and knowledge in academic subjects
3. To improve pupils' occupational skills and knowledge
4. To identify pupils' health needs and make appropriate referrals

In order to achieve these goals, the Centers will:

1. Provide a specially designed work-study schedule in which academic subjects will play a supportive rather than dominant role
2. Enlist the cooperation and participation of industry, labor, and government

3. Provide job-related experiences designed to assist the pupil in the transition from school to work and prepare him for gainful employment.

4. Provide supplementary counseling and health services

5. Provide an individualized educational program leading to a high school diploma

6. Continue to upgrade District efforts by incorporating an evaluation-revision-dissemination procedure designed to accelerate needed changes in the instructional program

Other common features will include:

1. Special intake procedures (Appendix G)

2. Reception center for orientation
   Stipends provided for pupils while in reception center and while acquiring pre-entry job skills

3. Supportive pupil personnel services (Appendix H)
   a. Individual and group counseling
   b. Health examinations and follow-up

4. Individualized instruction
   a. Teacher-pupil ratio of 1 to 15
   b. Remedial instruction in basic skills
   c. Required basic curriculum and course credit structure of the District adapted to meet pupil needs by:
      (1) Providing shorter units of instruction
      (2) Assigning credit on the basis of achievement
   d. Provisions to fulfill subject requirements by utilizing situational testing techniques
   e. Programmed instruction and teaching aids

5. Pre-entry occupational skill training
   To equip pupils with basic knowledge and skills to qualify for paid employment as trainees

6. Job orientation
   To provide information regarding employee responsibilities and attitudes, personnel policies, and employment procedures

7. Work exploration
   To provide opportunities for pupils to observe job performance, working conditions, and facilities in cooperating industrial concerns and governmental agencies while securing pre-entry skill training (transportation by school bus) (Appendix H)

8. Job development
   To secure participation of employers in employment of pupils (Appendix H)

9. Work experience
   To place and supervise pupils in paid employment four hours per day while continuing skill training and basic education at Centers for three hours per day (Appendix H)

10. Coeducational and integrated student body

11. Maximum enrollment of 300

12. Specialized staff (Appendixes H, I)

13. Specialized equipment and supplies

14. Curriculum Laboratory
    a. Development of job-related basic education materials and instructional units for skill training
    b. Services provided by
       (1) Center staff specialist
       (2) Advisory Committee
       (3) School District Instructional Services staff
       (4) University consultants
       (5) Consultant services from Southwest Regional Laboratory for Educational Research and Development
       (6) Instructional Materials Center

15. Instructional Materials Center (library, audio-visual) (Appendix I)

16. Leased facilities

17. Non-school setting

18. Free transportation by school or public buses (Appendixes J, K)

19. Representative student council

20. Center Advisory Committee (Appendix D)

21. Volunteer programs for tutoring, teacher aides, and job development

22. Facilities available for adult classes (late afternoons, evenings, Saturdays)

23. Annual awards program
    To recognize pupil achievement and participation of industry, labor, and government

The demonstration Center proposed for the vicinity of the Los Angeles International Airport will offer training for employment in air transportation, airplane manufacturing and servicing, electronics, aerospace manufacturing, and related industries. The specialized curriculum will include:

1. Basic skill training adapted from units in the Federal Aviation Agency airframe and power plant certificate program for aviation mechanics (25)
    a. Blueprint reading and drafting
    b. Electronics assembly, electrical power, and instrument testing
    c. Engines and machines
    d. Fundamentals of flight
    e. Ground handling
    f. Hydraulic and pneumatic systems
    g. Sheet metal, including riveting
    h. Welding
    i. Woodwork

2. A clerical laboratory to develop skills related to
    a. Typewriting
    b. Office machines
    c. Fundamentals of data processing (keypunch equipment)
    d. Machine transcription
    e. Stock clerk (stores, invoices, distribution)
    f. General (filing, telephone usage and switchboard, mailroom, office reception, inventory, etc.)

3. In-flight and airport terminal food services
    a. Planning, dietetics
    b. Preparation
    c. Serving
    d. Purchasing, stores, cost analysis, packaging

The following industrial concerns, through their representatives, have indicated a willingness to participate in the Los Angeles International Airport Occupational Training Center:

AiResearch Aviation Service Corporation
Continental Airlines
Del Mar Engineering Laboratories
Fairchild-Winston Research Corporation
Garrett AiResearch Corporation
Hughes Aircraft Company
Interstate Hosts, Inc.
Marriott In-Flite Service
Mattel, Inc.
North American Aviation, Inc.
Northrop Norair
Sky Chefs, Inc.
Trans World Airlines
Western Airlines

The demonstration Center proposed for the vicinity of the Los Angeles Civic Center will incorporate in its program training for employment in the Los Angeles City, Los Angeles City School Districts, Los Angeles County, California State, and those Federal offices and facilities which are located in the Los Angeles Civic Center or adjacent thereto. Opportunities for training in hospitals such as the Los Angeles County General Hospital, one of the world's largest general hospitals, will aid pupils in the development of needed medical service skills. Pupils will also be prepared for work in public utilities, banks, savings and loan associations, insurance companies, and some related private industries. The specialized curriculum will include:

1. A clerical laboratory to develop skills related to:
    a. Typewriting
    b. Office machines
    c. Fundamentals of data processing (keypunch equipment)

    d. Machine transcription
    e. Stock clerk (stores, invoices, distribution)
    f. Medical clerk and medical records
    g. General (filing, telephone usage and switchboard, mailroom, office reception, inventory, etc.)

2. Training in the following additional occupations:
    a. Typewriter and office machines repairing
    b. Auto mechanics, including small engines
    c. Auto body and auto service
    d. Hospital attendants and nurses' aides
    e. Drafting (drafting and engineering aides)
    f. Food services (dietetics, meal planning, preparation, serving)

3. Preparation for civil service examinations

The following firms and governmental agencies, through their representatives, have expressed a willingness to participate in the Central City Occupational Training Center:

Crocker-Citizens National Bank
Occidental Life Insurance Company of America
Pacific Mutual Life Insurance Company
Pacific Telephone and Telegraph Company
Security-First National Bank
Title Insurance and Trust Company
United California Bank
Los Angeles City
Los Angeles City School Districts
Los Angeles County
State of California
Federal Government

Training in skills other than those enumerated will be offered at each Center when recommended by the respective Advisory Committee. The necessary curriculum changes will be implemented by the Curriculum Laboratory and based on:

1. Pupils' abilities, interests, and employment opportunities

2. Needs of industry created by new materials, contracts, and technological developments

The budget summary which appears in Table A shows first and second year costs for both Centers.

TABLE A

BUDGET SUMMARY

Occupational Training Centers	1st Year*	2nd Year
Los Angeles International Airport	$1,336,809	$844,494
Central City	1,202,987	810,519

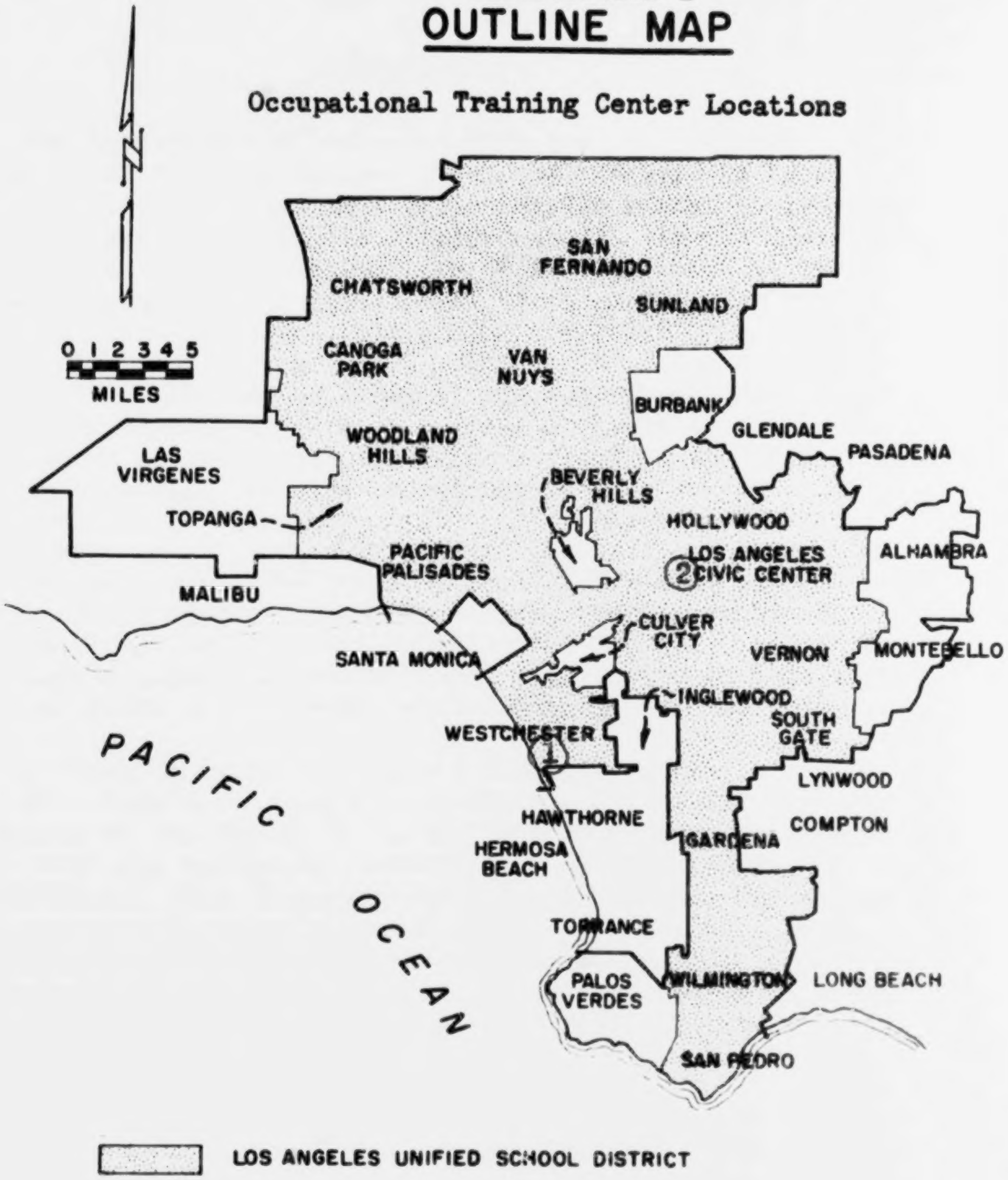
* Includes major expenditures for capital outlay

Table A is based on data obtained from Appendixes J and K.

Illustration I

OUTLINE MAP

Occupational Training Center Locations


0 1 2 3 4 5
MILES
SAN FERNANDO
CHATSWORTH
SUNLAND
CANOGA PARK
VAN NUYS
BURBANK
LAS VIRGENES
WOODLAND HILLS
GLENDALE
PASADENA
BEVERLY HILLS
TOPANGA
HOLLYWOOD
PACIFIC PALISADES
LOS ANGELES CIVIC CENTER
2
ALHAMBRA
MALIBU
CULVER CITY
SANTA MONICA
VERNON
MONTEBELLO
INGLEWOOD
SOUTH GATE
WESTCHESTER
1
PACIFIC OCEAN
LYNWOOD
HAWTHORNE
COMPTON
HERMOSA BEACH
GARDENA
TORRANCE
PALOS VERDES
WILMINGTON
LONG BEACH
SAN PEDRO
LOS ANGELES UNIFIED SCHOOL DISTRICT

1. Los Angeles International Airport Occupational Training Center
2. Central City Occupational Training Center

DISCUSSION

The investigation indicated that the two proposed Occupational Training Centers should be designed to equip pupils with present and anticipated skills needed by industry and government. The skills acquired could, for the most part, be utilized in jobs or industries other than those in the Center programs. Each Center will serve pupils from ten or more high schools in the District.

On the basis of the study it was determined that each Center can develop sufficient on-the-job training and work exploration opportunities to evolve a flexible and comprehensive program that will meet the objectives of the Centers. In addition to providing many pupils with a degree of financial independence, each Center will offer status in employment. The Los Angeles International Airport Center will afford opportunities in relatively new fields, thereby embodying both challenge and aspiration, while the Central City Center will enable pupils to identify with and to grow in knowledge and understanding of governmental functions and services.

Although it will be possible for most pupils to obtain paid four-hour per day work experience, some pupils may prefer to remain in the Center for a full day to improve their specific skill training and/or to complete high school graduation requirements. The job development section of the Center staff will endeavor to match employer needs with available pupil skills for a successful work experience. Provisions will be made for student-worker positions (half-time) in each Center to enable some pupils to serve as clerical, food service, library, and shop aides.

Obstacles were encountered by the Task Force as cooperation and participation of employers were solicited. Some labor union contracts prohibit part-time employees and employment of those under 18 years of age. The Walsh-Healey Act (26) prohibits employment, with some exceptions, of girls under 18 in concerns working on public contracts and of boys between 16 and 18 years of age in specified hazardous occupations. The Fair Labor Standards Act (27) defines hazardous occupations but permits employment in certain fields for student learners under an exemption provision. Some firms carry liability and accident insurance with clauses setting a minimum age limit of 18, while others have a personnel policy which includes a minimum entrance age of 18. Despite these restrictions, several companies have indicated a willingness to review their policies with insurance carriers and union representatives to permit participation. Encouragement and advice have also been received from labor representatives. It was found that in some companies all employees were working under a labor union contract, while in others only a segment of their employees were so committed. Employees in many concerns, particularly in the electronics field, were not organized under a union contract.

High school pupils between the ages of 15 years 9 months and 17 years 6 months will be considered for referral to the Centers if it is judged that participation in the specialized program might prevent their dropping out of school or aid in the retention of those who wish to return to school after having actually dropped out. Although the Centers are designed for 16- and 17-year-old pupils, those who attain the age of 18 while enrolled may continue until the close of the semester or school year. Consideration will be given to requests to remain even longer if necessary to complete planned work-study programs. Some pupils will not only develop marketable skills at the Centers but will also complete sufficient graduation requirements to qualify for the high school diploma.

It is anticipated that some pupils may wish to return to the regular high school prior to graduation to continue their education, while others may withdraw from the Centers to accept full-time employment and attend continuation classes for four hours per week.

Vocational counseling will be available for pupils prior to termination or graduation, and referrals will be made to appropriate schools, agencies, and employers. Those who terminate from the Center program upon graduation or after reaching the age of 18 may:

1. Enroll for further education and/or skill training in one of the following:

a. Public adult school or junior college
b. Private business or trade school
c. Federal Aviation Agency approved private or public school (such as Los Angeles City Aircraft School) to complete requirements for the aviation mechanics certificate

2. Participate in an on-the-job skill training program which is either employer-sponsored or operated under provisions of the Manpower Development and Training Act.

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

A considerable number of 16- and 17-year-old pupils have not responded satisfactorily to the regular high school program. In the Los Angeles City Schools, 6079 pupils in this age category dropped out of school in 1964-65. A section of the California Education Code requires school districts to provide suitable instruction to meet the special educational needs of these pupils.

A review of the literature and observations of continuation and vocational education programs and of demonstration youth training projects have provided sufficient data for the development of an occupationally-oriented educational program for potential or actual dropouts. Representatives from industry, labor, and government have expressed a desire to cooperate with the School District in the development and operation of a specialized program to strengthen services for these pupils. In order to provide financial support for such a program, legislative revisions are necessary.

As the investigation progressed, it became apparent to the Task Force that participation of additional industrial concerns and labor organizations can be secured once the Centers are established. It is anticipated that such groups will not only identify with and contribute to the success of the Center programs, but will also develop a closer school-community working relationship that will enhance other educational activities of the District.

An evaluation of the proposed Occupational Training Centers may lead to the establishment of additional Centers in the District with similar or different emphases. The data gained from the operation of the Center program may be of value to other school districts in the development or appraisal of specialized educational offerings.

The operation of the proposed Occupational Training Centers may necessitate a legal interpretation of certain labor laws as they are applied to the training programs of the Centers. For example, a pupil who is receiving paid on-the-job experience in a cooperating industrial concern may be classified as a student learner. Such an interpretation could lead to an exemption from certain child labor restrictions and permit a practical application of skills acquired. Some experts in the child labor field indicated to the Task Force that a conflict may exist between the Walsh-Healey Act and the more recent Civil Rights legislation which prohibits discrimination in employment; the Walsh-Healey Act (26) permits boys at age 16 to work in industries having public contracts, yet prohibits girls from similar employment until the age of 18.

As a result of the investigation it became evident that an effective dissemination program must insure the involvement of appropriate personnel and include a systematic approach for the translation of outcomes. It is anticipated that a dissemination of information about the Occupational Training Centers will contribute to the field of continuation education and to the regular school program in the areas of curriculum development, instructional methods, vocational guidance and individual counseling.

Industry and government have indicated a desire for pupils to continue their employment during vacation periods because of seasonal peaks in business (vacation travel) and the need for vacation relief for full-time employees. This employment demand will permit the extension of the school year to include a summer session which will serve those pupils who wish to continue their education and training. Some pupils may participate year-around because of the motivation and interest that may have been developed while at the Center and because of the opportunity to complete the high school program sooner, especially if they are over-age for their grade levels. Other pupils may have the opportunity to use a vacation period to continue working as part-time or full-time employees and thereby to increase their experiences and earnings.

The following recommendations have resulted from the study:

1. Establish demonstration Occupational Training Centers at the Los Angeles International Airport to equip pupils for employment in the aviation, electronics, and aerospace industries, and in the Los Angeles Central City area to enable pupils to qualify for jobs in public employment, banking, and insurance.
    a. Give priority of enrollment to potential dropouts and those who have recently withdrawn from the regular high school program.

b. Submit to an appropriate agency a School District proposal for funding based on the findings of this investigation.

2. Continue the investigation to develop Occupational Training Centers to meet the needs of 16- and 17-year-old pupils in all sections of the 710 square mile Los Angeles Unified School District (the largest in area in the United States).

3. Process proposed revisions to the California Education Code based upon findings from the study to provide essential permanent State funding to meet the needs of 16- and 17-year-old potential and actual dropouts. (Appendix F)

4. Insure that appropriate District personnel are informed of the objectives, educational program, and referral procedures of the Centers during the development, implementation, and revision cycles.

5. Provide for an appropriate evaluative design to assess the effectiveness of the Centers. (Appendix L)

SUMMARY

The investigation was conducted by a Task Force which operated under a grant from the Bureau of Research to design Occupational Training Centers to meet the special educational needs of 16- and 17-year-old potential or actual dropouts. During the 1964-65 school year, 6079 pupils in this age group dropped out of secondary schools in the Los Angeles Unified School District. Evidence from recent District programs and related research indicates that many of these pupils do not relate to or make satisfactory progress in the regular high school. They often respond favorably, however, to a more flexible program that emphasizes occupational training.

Data were gathered by the Task Force from a review of pertinent literature and from interviews and conferences with potential and actual dropouts, School District personnel, and representatives from labor, industry, and government. Visits were made to industrial and government facilities. Members of the Task Force also observed related programs and conferred with government and school personnel in San Diego, Oakland, Denver, Detroit, Chicago, and New York. Consultant service was provided by two university professors and the Assistant Director of the Southwest Regional Laboratory for Educational Research and Development. Representatives from labor, industry, and government served in an advisory capacity and agreed to continue to serve as an advisory committee when the Centers are established.

As an outcome of this investigation, two demonstration Centers are proposed: one for the Los Angeles International Airport vicinity which will train pupils for employment in the aviation, electronics and aerospace industries; and one for the Los Angeles Civic Center area which will provide training for employment in government offices and facilities as well as in private industry and financial institutions nearby. Both Centers will offer individualized instruction in basic skills and academic subjects, training in occupational skills, and the opportunity to complete requirements for the high school diploma. Emphasis will be placed on providing an atmosphere, a curriculum, and an approach to instruction which will sustain pupil motivation. Job orientation, work observation, and on-the-job paid experience will be included. The employment opportunities

should offer challenge, aspiration, status, and a degree of financial independence. Skills acquired will be applicable to jobs and industries other than those in the Center programs.

The Centers are designed to meet the following objectives:

1. To develop in pupils positive attitudes toward themselves, school, work, and community
2. To improve pupils' occupational skills and knowledge
3. To improve pupils' basic skills and knowledge in academic subjects
4. To identify pupils' health needs and make appropriate referrals

The Los Angeles Unified School District is unable to finance the proposed Occupational Training Centers because of budgetary restrictions. The District plans to request aid from an appropriate agency to fund a demonstration program. Amendments to the California Education Code will be submitted to the Legislature in order to obtain ongoing State financial support for the Centers.

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APPENDIX A

DAILY LOG OF TASK FORCE

Preliminary Lead Time Activities Sponsored by the District

Conferences with the following:

- Mr. Scotty Miller, Customer Service Manager, AiResearch Service Corporation
- Mr. Daniel Hobel, Vice President and General Manager, Fairchild-Winston Research Corporation
- Mr. Frank Mouchebouef, Manager, Marriott In-Flite Services
- Continental Airlines, Sky Chefs, Inc., and Trans World Airlines Supervisors of Food Services
- Dr. Robert Bromberg, Vice President, Thompson Ramo Wooldridge, Inc.
- Dr. Ernst H. Plesset, Chairman of the Board, Plesset Associates, Inc., Research Consultants
- Mr. Clifford Moore, Chief Deputy, Mr. David Milberg, Personnel Director, and Mr. William Harper, Administrative Assistant, Los Angeles City Department of Airports
- Dr. James W. Lloyd, Coordinator of Special Studies, Los Angeles City Schools
- Dr. Robert E. Kelly, Associate Superintendent, Division of Secondary Education, Los Angeles City Schools
- Mr. Harry Handler, Administrative Coordinator, Specially Funded Projects, Los Angeles City Schools
- Mr. Henry Boas, Administrative Analyst, Los Angeles City Schools
- Mr. Clyde Reynolds, Vice Principal, Adult Occupational Training Center, Los Angeles
- Mrs. Charlotte Ewing, Skills Coordinator, Mid-City Adult Occupational Training Center, Los Angeles
- Visits to East Los Angeles and Watts Manpower Development and Training Act Skill Centers, East Los Angeles and South Central Youth Training and Employment Projects, and Mid-City and Adult Occupational Training Centers; Los Angeles International Airport Facilities
- Visits to Professional Library and conference with Mrs. Theodora Graham to compile bibliography

Conferences and Visits

Oct. 4: Mr. Paul E. Godfrey, Principal, Metropolitan High School, Los Angeles City Schools
Mrs. Charlotte Ewing, Skills Coordinator, Mid-City Adult Occupational Training Center

Oct. 4: Mr. Oscar L. Gallegos and Mr. Dale Gustafson, East Los Angeles Manpower Development and Training Act Skill Center
Mr. Trusse Norris, East Los Angeles Youth Training and Employment Project (YTEP)

5: Mr. Richard J. MacDonald, Training Specialist, Garrett Corporation
Mr. Leon, Pacoima Youth Opportunities Center
Metropolitan High School, Los Angeles City Schools
Mr. Dwayne Brubaker, Supervisor, Work Experience and Continuation Education Section, Los Angeles City Schools

6: Mr. Dennis Hargraves, Vocational Training Supervisor, South Central Youth Training and Employment Project (YTEP)
Mr. Ted Kimbrough, Principal, and Dr. Charles Lang, Coordinator, Watts Manpower Development and Training Act Skill Center
Mr. Jerry Lentz, Training Supervisor, Northrop-Norair Corporation
Mr. William Barnes, Personnel Manager, North American Aviation Company
Mr. Frank Rizzardi, Supervisor, Cooperative Education, North American Aviation Company

7: Mr. William Foster, Personnel Manager, Del Mar Engineering Laboratories, and President of 6th Area Council, Personnel and Industrial Relations Association, Inc., Greater Los Angeles Chapter
Dr. Howard Bowman, Director, Measurement and Evaluation Section, Los Angeles City Schools
Mr. Philip Nash, Specialist, Measurement and Evaluation Section, Los Angeles City Schools
Mr. David Randolph, Supervisor, Industry-Education Programs, and Representative for Los Angeles City Schools on the Southern California Industry Education Council

10: Mr. Charles J. Williamson, Supervisor, California State Employment Service, Inglewood
Mr. Sydney E. Tarbox, Regional Deputy Director, U.S. Civil Service Commission

11: Mr. W. W. Lorbeer, Director, Regional Occupational Training Center, Torrance School District

12: Miss Janice Goldblum, Curriculum Consultant, Los Angeles City Schools

Oct. 12: Dr. Gordon Funk, Supervisor, Senior High Industrial Education, Los Angeles City Schools
Mr. Nathaniel Jackson, Consultant, Federally Funded Programs, Los Angeles City Schools

DENVER:

12: Mr. Bruce Patrick, Regional Representative, Office of Economic Opportunity, Job Corps
Mr. Paul Strong, Field Representative, Technical Division, Vocational Training, U.S. Department of Health, Education, and Welfare
Mr. Sam King, Regional Director, Vocational Programs, U.S. Department of Health, Education, and Welfare

13: Mr. Rowe, Supervisor, Air Force Accounting and Finance Center
Mr. Ray, Counselor, Metropolitan Youth Education Center
Mr. Joe Cook, Coordinator, Vocational Education, Metropolitan Youth Education Center
Mr. Robert Wilson, Principal, Metropolitan Youth Education Center
Mr. Russell Britton, Executive Director, Adult Education and Special Education, Department of Instruction, Denver Public Schools
Miss Frankie Waits, Public Information Officer, Emily Griffith Opportunity School

14: Mr. Floyd King, Aircraft Instructor, Griffith Opportunity School
Mr. Archie Perkins, Watchmaking and Instrument Repair Instructor, Griffith Opportunity School
Mr. James Ward, Principal, Manual High School
Mr. Alfred Carrillo, Executive Director, Latin American Research and Service Agency (LARASA)
Mr. Don Garcia, Job Opportunity Center

LOS ANGELES:

14: Valley Youth Opportunity Center, Youth Training Section, California State Employment Service
Mr. Thomas Jackson, Consultant, Federally Funded Programs, Los Angeles City Schools

17: Mr. Harry A. Wheatley, Program Director, Education and Youth Center, Urban League
Mr. John W. Reagan, Program Director, Job Development and Employment, Urban League

Oct. 17: Mr. Milton Jacobson, Wage, Hour Investigator, Office of Wage, Hour and Public Contracts, U.S. Department of Labor
Mr. Charles J. Williamson, Supervisor, California State Employment Service, Inglewood
Mr. Otto Holzer, General Maintenance Inspector, Federal Aviation Agency
Dr. Charles Morrow, Office of Technical Relations, Aerospace, Inc.

18: Mrs. Mildred Frary, Supervisor, Library Services, Los Angeles City Schools
Miss Lois Fetterman, Supervisor, Library Section, Los Angeles City Schools
Dr. Edward Harper, Principal, Belmont Adult School
Mr. Gordon Todd, Guidance Specialist, Belmont Adult School, Los Angeles City Schools
Mr. Donald V. Chase, Department Coordinator, Los Angeles City Aircraft School (Trade Technical Junior College)
Mr. George O. Sutton, Instructor, Los Angeles City Aircraft School (Trade Technical Junior College)
Mr. Paul B. Wallace, Air Mechanics Instructor, Los Angeles Trade Technical Junior College
Mr. Scotty Miller, Supervisor of Customer Relations, AiResearch Service Corporation
Mr. Robert Bromley, Personnel Manager, AiResearch Service Corporation

19: Mr. L. J. Gere, General Personnel Manager, Pacific Telephone & Telegraph Co.
Ms. Verena M. Simpson, Employment Methods Supervisor, Pacific Telephone & Telegraph Co.
Mr. Ernest Tranquada, Assistant Director, Child Welfare and Attendance Branch, Los Angeles City Schools
Mrs. Marguerite Miller, Placement Supervisor, California State Employment Service, Van Nuys

20: Mr. Paul E. Godfrey, Principal, and students, Metropolitan High School, Los Angeles City Schools
Mr. Thomas Jackson, Consultant, Federally Funded Projects, Los Angeles City Schools
Mr. Albert Bogan, Consultant, Federally Funded Projects, Los Angeles City Schools
Mr. James C. Cox, Corporate Manager, Personnel Administration, Hughes Aircraft Company
Mr. Richard E. Glauser, Head of Vocational and Technical Training, Corporate Industrial Relations, Hughes Aircraft Company

Oct. 20: Mr. Harry Handler, Assistant Director, Southwest Regional Laboratory for Educational Research and Development
Miss Muriel Morse, General Manager, Los Angeles City Civil Service Commission
Mr. Herbert Kaplan, Youth Employment Supervisor, Los Angeles County Civil Service Commission
Dr. James W. Lloyd, Coordinator of Special Studies, Los Angeles City Schools
Mr. Jerry F. Halverson, Legal Adviser, Los Angeles City Schools

21: Mr. Edwin H. Wingate, Director, Labor Relations, Continental Airlines

SAN DIEGO:

Mr. Smith, Principal, Snyder Continuation High School, San Diego City Schools
Mr. Barclay, Principal, Midway Junior-Senior High School, San Diego City Schools
Mr. Snowden, Principal, Wright Brothers Junior-Senior High School, San Diego City Schools
Mr. R. Bethel, Technical Counselor, San Diego City College
Mr. Knechtel, Director of Career Development Center, San Diego City Schools
Mr. Jesse Morphew, Coordinator of Occupational Education, San Diego City Schools
Mr. William Steinberg, Practical Arts and Vocational Education Specialist, San Diego City Schools

LOS ANGELES:

Oct. 24: Mr. John Buggs, Chairman, Los Angeles County Human Relations Commission
Mr. John Dickinson, Manager, Van Nuys Airport
Mr. R. N. Scranton, Technical Information Librarian, Lockheed Aircraft Corporation

25: Mr. Arthur E. Green, Field Representative, Western Region, Labor Education Apprentice Program, National Urban League
Mr. Ernest Tranquada, Assistant Director, Child Welfare and Attendance Branch, Los Angeles City Schools

DETROIT:

Oct. 25:
- Mr. Carl Byerly, Assistant Supervisor for the Improvement of Instruction, Detroit City Schools
- Adult-Youth Employment Program (AYEP)
  - Mr. Don Healas, Director
  - Mr. Carl Mathews, Senior Job Development and Training Specialist
  - Mr. Jude Cotter, Assistant Project Director
  - Mr. Haskell Stone, Job Training Supervisor
  - Mr. Burt Bradley, Test Specialist

26:
- Mr. Don Healas, Director, Adult-Youth Employment Program
- Dr. Arthur Templeton, Coordinator for Federally Funded Programs, Detroit City Schools
- Mr. Walter Jeske, Manpower Development and Training Act Supervisor
- Mr. Earl Busard, Business Affairs Manager, Manpower Development and Training Act
- Mrs. Ortoff, Supervisor of Practical Nursing, Manpower Development and Training Act
- Mr. Nick Birta, Principal, Aero-Mechanics Vocational High School
- Mr. George McWatt, Principal, Manpower Development and Training Act Skill Center
- Mr. Gene Bower, Supervisor, Occupational Training, Manpower Development and Training Act
- Mr. Carl Turnquist, Coordinator, Vocational Education, Detroit City Schools

OAKLAND:

- Dr. Michael Preston, Principal, Grant High School
- Mrs. Ann Corneille, Member, Board of Education
- Mrs. Dorry Coppeletta, Public Information
- Dr. E. F. Blodgett, Guidance Consultant
- Mr. Cherry, Principal, Castlemont High School
- Mr. Elsmore, Counselor, Castlemont High School
- Mr. McLean, Neighborhood Youth Corps Coordinator, Castlemont High School
- Mr. R. A. Smith, Boys' Vice Principal, McChesney Junior High School
- Mrs. Prince, Principal, Roosevelt Junior High School

PLEASANTON JOB CORPS:

Oct. 26: Mr. Heinz Gewing, Instructor, Basic Education, Automotive
Mr. Paul Melmed, Instructor, Speech and Language
Mr. N. D. Abraham, Section Head, Instructional Materials Department
Mr. Hilaire Cwick, Director, Culinary Arts
Mr. Charles W. Overholt, Community Affairs Department

DETROIT:

27: Mr. Cooper, Enforcement Officer, Michigan State Department of Labor
Mr. Mines, Enforcement Officer, U.S. Department of Labor
Mr. Van Hazen, Supervisor, Wages and Hours Section, U.S. Department of Labor

NEW YORK:

28: Mr. Frank Woehr, Principal, Aviation High School
Mr. Harry Kase, Administrative Assistant, Aviation High School

31: Mrs. Schoenberg, Librarian, Aviation High School
Mr. Frederick Cering, Acting Principal, Queen's Vocational High School
Mr. Arthur Steinberg, Counselor, Queen's Vocational High School

Nov. 1: Mr. V. Troiano, Assistant to the Principal, New York School of Printing
Mr. Simpson Sasserath, Principal, Central Commerce High School
Mr. Goodwin Gilson, Cochairman of Secretarial Department, Central Commerce High School

2: Mr. Charles Savitzsky, Coordinator of School to Employment Program (STEP)
Mr. Arthur Auerbach, Principal, Automotive High School

CHICAGO:

Dr. Herbert Lehmann, Former Director of Urban Youth Project, now Director of Adult Education, Chicago Public Schools

LOS ANGELES:

Nov. 1: Miss Janice Goldblum, Curriculum Consultant, Los Angeles City Schools
Mr. Arthur E. Green, Field Representative, Western Region, Labor Education Apprentice Program, National Urban League
Mr. Del Hanon, Area Youth Coordinator, California State Employment Service
Mr. Don Fischel, Community Organization Coordinator, (Youth Opportunity Centers) California State Employment Service
Mr. Tom Petit, Area Manpower Training Coordinator, California State Employment Service

2: Mr. T. Caplett, Instructor, Job Skills Training Class, Garfield High School, Los Angeles City Schools
Mr. R. T. DeVries, Counselor, Belmont Adult School, Los Angeles City Schools
Mr. Leslie N. Shaw, U.S. Postmaster, Los Angeles

4: Mr. Frank J. Toggenburger, Assistant Director, Research and Development, Los Angeles City Schools
Mr. Paul E. Godfrey, Principal, Metropolitan High School, Los Angeles City Schools
Mr. Edward N. Corven, Employment Supervisor, Southern California Gas Company
Mrs. Bessie Kaufman, Supervisor, Business Education, Los Angeles City Schools
Mr. Barton F. Wigge, Consultant, Business Education, Los Angeles City Schools
Mr. Richard H. Lawrence, Legislative and Special Projects Coordinator, Los Angeles City Schools
Mr. Henry Boas, Administrative Analyst, Los Angeles City Schools
Mrs. Charlotte K. Lebus, Supervisor, Homemaking Education, Los Angeles City Schools
Mr. J. Lyman Goldsmith, Supervisor, Vocational and Practical Arts, Los Angeles City Schools
Dr. Edward C. Kelly, Associate Professor, Business Education, University of Southern California
Mr. Ernest R. White, General Vice President, International Association of Machinists
Mr. Paul B. Wallace, Instructor (Airframe), Los Angeles Trade Technical Junior College

Nov. 7: Mr. Thomas Hall, Director of Personnel and Employment, Western Airlines
Mr. George G. Grigas, General Manager, Sky Chefs, Inc.
Mr. Richard J. MacDonald, Training Specialist, Garrett Corporation

8: Mr. Leslie N. Shaw, U.S. Postmaster, Los Angeles
Mr. Jack Castleton, Director, Personnel Division, U.S. Post Office, Los Angeles
Mr. Robert Flannes, Personnel Manager, Los Angeles *Times*
Mr. Frank J. Toggenburger, Assistant Director, Research and Development, Los Angeles City Schools
Dr. James W. Lloyd, Coordinator of Special Studies, Los Angeles City Schools
Mr. Richard H. Lawrence, Legislative and Special Projects Coordinator, Los Angeles City Schools
Mr. Arthur G. Andresen, Assistant Superintendent, Secondary Division, Los Angeles City Schools
Mr. Milo Watt, Director, Real Estate Branch, Los Angeles City Schools
Mr. C. R. Caldwell, Administrative Services Officer, Transportation Branch, Los Angeles City Schools
Mr. Paul B. Wallace, Airframe Instructor, Los Angeles City Aircraft School (Trade Technical Junior College)
Mr. Donald V. Chase, Department Coordinator, Los Angeles City Aircraft School (Trade Technical Junior College)

9: Dr. B. Gordon Funk, Supervisor, Senior High Industrial Education, Los Angeles City Schools
Mr. Willard M. Reineck, Director, Supplies and Equipment Branch, Los Angeles City Schools
Mr. Ralph Johnston, Assistant Director, Supplies and Equipment Branch, Los Angeles City Schools
Mr. Walter Thompson, Supervisor, Supplies and Equipment Branch, Los Angeles City Schools
Dr. John F. McGinnis, Director, Educational Housing Branch, Los Angeles City Schools
Mr. Dan J. Mulock, Assistant Director, Educational Housing Branch, Los Angeles City Schools
Miss Lois Fetterman, Supervisor, Library Section, Los Angeles City Schools
Mr. Eugene H. White, Supervisor, Audio-Visual Section, Los Angeles City Schools
Mr. John Haynes, President-elect, Personnel and Industrial Relations Association for Greater Los Angeles Area

Nov. 10: Mr. John Feimer, Technician and Instructor, Typewriter Repair, Los Angeles City Schools
Mr. Jan L. Snoddy, Supervisor, Work Permits, Los Angeles City Schools
Mr. Cecil C. Nunn, Director, Child Welfare and Attendance Branch, Los Angeles City Schools
Mr. Sydney E. Tarbox, Deputy Regional Director, U.S. Civil Service Commission
Dr. Edward C. Kelly, Associate Professor, Business Education, University of Southern California
Legislative Committee Meeting (Continuation Education), Los Angeles City Schools
Dr. Dorothy J. Lyons, Assistant Medical Director, Los Angeles City Schools
Miss Rose O'Connor, Area Supervisor, Secondary Guidance and Counseling, Los Angeles City Schools
Mr. Hugh Moore, Specialist, Electronics Education, Los Angeles City Schools

14: Mr. Herbert Kaplan, Youth Employment Supervisor, Los Angeles County Civil Service Commission
Mr. Ernest R. White, General Vice President, International Association of Machinists
Mr. Ray Owen, Head Boundary Coordinator, Los Angeles City Schools
Mr. C. A. (Don) Becker, Press Representative, Southern California Rapid Transit District
Mr. Samuel C. Perry, Community Relations Officer, Bank of America
Mr. William Bartlett, Training and Development Director, Bank of America
Dr. James W. Lloyd, Coordinator of Special Studies, Los Angeles City Schools
Dr. Richard W. Maxfield, Director, Classified Personnel Branch, Los Angeles City Schools

15: Mr. Robert Finn, Department of Motor Transportation, City of Los Angeles
Legislative Committee Meeting (Continuation Education), Los Angeles City Schools
Mr. Arthur G. Andresen, Assistant Superintendent, Secondary Division, Los Angeles City Schools
Dr. Otto E. Buss, Assistant Superintendent, Secondary Division, Los Angeles City Schools
Mr. Isaac H. McClelland, Assistant Superintendent, Secondary Division, Los Angeles City Schools
Mr. Stuart Stengel, Assistant Superintendent, Secondary Division, Los Angeles City Schools

Nov. 15: Dr. James W. Lloyd, Coordinator of Special Studies, Los Angeles City Schools
Mr. Frank J. Toggenburger, Assistant Director, Research and Development, Los Angeles City Schools
Dr. Gerwin C. Nehr, Secondary Administrative Coordinator, Los Angeles City Schools
Mr. Fred A. Baer, Supervisor, Junior High Industrial Arts, Los Angeles City Schools
Dr. Robert J. Purdy, Associate Superintendent, Elementary Division, Los Angeles City Schools
Mr. Harry Handler, Assistant Director, Southwest Regional Laboratory for Educational Research and Development
Tentative plan for Centers discussed with Advisory Committee members
Mr. Henry Boas, Administrative Analyst, Los Angeles City Schools
Education Committee Meeting, AFL-CIO, Los Angeles County Federation of Labor

16: Mr. Frank W. Castine, Coordinator, Manpower Development and Training Act Skill Center, Los Angeles City Schools
Mr. Harry Handler, Assistant Director, Southwest Regional Laboratory for Educational Research and Development
Mr. Frank J. Toggenburger, Assistant Director, Research and Development, Los Angeles City Schools
Mr. William Bartlett, Training and Development Director, Bank of America

17: Mr. Thomas McCart, Recruitment Representative, California State Personnel Board
Mr. Ted Johnson, Vice President, Security-First National Bank
Mr. Henry Boas, Administrative Analyst, Los Angeles City Schools
Mr. Scott Gray, Director, Pupil Personnel Services, San Diego School District
Mr. Dan Lochtefeld, Assistant Director, Pupil Personnel Services, San Diego School District

18: Mr. Daniel R. Lopez, Manager, State of California Service Center, East Los Angeles
Mr. Wade McClain, Manager, State of California Service Center, Watts
Mr. Robert G. Edwards, Regional Supervisor, Department of General Services, State of California
Mr. Smart, Service Manager, International Harvester Co.
Mr. Ray Watter, Garage Manager, Department of General Services, State of California

Nov. 21: Legislative Committee Meeting (Continuation Education), Los Angeles City Schools
Mr. Merrill Konish, Registrar, Grant High School, Los Angeles City Schools
Dr. James W. Lloyd, Coordinator of Special Studies, Los Angeles City Schools
Mr. J. Lyman Goldsmith, Supervisor, Vocational and Practical Arts, Los Angeles City Schools

22: Task force meeting with special committee on referral procedures:
  Mr. Isaac H. McClelland, Assistant Superintendent, Secondary Division, Los Angeles City Schools
  Dr. Wilson K. Jordan, Administrative Coordinator, Secondary Division, Los Angeles City Schools
  Miss Rose O'Connor, Area Supervisor, Secondary Guidance and Counseling, Los Angeles City Schools
  Mr. Cecil C. Nunn, Director, Child Welfare and Attendance Branch, Los Angeles City Schools
  Mr. Robert Beck, Vice Principal, Hollywood High School, Los Angeles City Schools
Dr. Everett B. Chaffee, Associate Superintendent, Instructional Services, Los Angeles City Schools

23: Mr. Frank J. Toggenburger, Assistant Director, Research and Development, Los Angeles City Schools
Miss Muriel I. Sheldon, Supervisor, Secondary Guidance and Counseling, Los Angeles City Schools
Mr. Jack Brown, Teacher of Electronics, Hamilton High School, Los Angeles City Schools
Mr. Ted W. Johnson, Senior Vice President, Security-First National Bank
Mr. Thomas Perry, Vice President, Personnel, Security-First National Bank
Mr. Les Stevenson, Vice President, Employment and Recruitment, Security-First National Bank

28: Dr. Betty Ellis, Supervisor, Measurement and Evaluation, Los Angeles City Schools
Mr. Arthur G. Andresen, Assistant Superintendent, Secondary Division, Los Angeles City Schools
Legislative Committee Meeting (Continuation Education) Los Angeles City Schools
Dr. William J. Johnston, Assistant Superintendent, Adult Education, Los Angeles City Schools

Nov. 29: Dr. David Allen, Supervisor, Trade and Technical Teacher Education, University of California at Los Angeles
Mr. Richard Lano, Assistant Supervisor, Trade and Technical Teacher Education, University of California at Los Angeles
Mr. William Bowers, Subject Area Supervisor, Airframes, University of California at Los Angeles

30: Mrs. Bessie Kaufman, Supervisor, Business Education, Los Angeles City Schools
Mr. Barton F. Wigge, Consultant, Business Education, Los Angeles City Schools

Dec. 1: Regional Meeting on Vocational Education, State of California Department of Education (Mr. Mack Stoker)
Report to the Los Angeles Board of Education by head of task force re proposed legislation
Mr. Richard H. Lawrence, Legislative and Special Projects Coordinator, Los Angeles City Schools
Mrs. Charlotte Lebus, Supervisor, Homemaking Education, Los Angeles City Schools
Mr. Henry Boas, Administrative Analyst, Los Angeles City Schools
Mr. George E. McMullen, Administrative Coordinator, Budget Division, Los Angeles City Schools
Dr. Robert E. Kelly, Associate Superintendent, Division of Secondary Education, Los Angeles City Schools

2: Dr. B. Gordon Funk, Supervisor, Senior High Industrial Education, Los Angeles City Schools
Mr. Fred A. Baer, Supervisor, Junior High Industrial Arts, Los Angeles City Schools
Mr. James Raddatz, Consultant, Automotive Specialist, Los Angeles City Schools

5: Mrs. Charlotte Lebus, Supervisor, Homemaking Education, Los Angeles City Schools
Mr. Robert Riley, General Manager, Southern California Restaurant Association
Mr. Jack Erickson, Consultant, Child Welfare and Attendance, California State Department of Education, Sacramento
Mr. Barton F. Wigge, Consultant, Business Education, Los Angeles City Schools

Dec. 6: Mr. Eugene White, Supervisor, Audio-visual Section, Los Angeles City Schools
Mrs. Mildred Frary, Supervisor, Library Services, Los Angeles City Schools
Miss Lois Fetterman, Supervisor, Library Section, Los Angeles City Schools
Mrs. Nancy Jouett, Acting Supervisor for Secondary Libraries, Los Angeles City Schools
Hamilton High School Continuation pupils (interviews)

7: Hollywood High School Continuation pupils (interviews)
Mr. Barton F. Wigge, Consultant, Business Education, Los Angeles City Schools
Miss Rose O'Connor, Area Supervisor, Secondary Guidance and Counseling, Los Angeles City Schools
Mr. Ralph H. Demmon, Supervisor, Textbooks, Los Angeles City Schools
Mr. John Feimer, Technician and Instructor, Typewriter Repair, Los Angeles City Schools

8: Discussed proposed Occupational Training Centers with Los Angeles County Council of Southern California Industry-Education Council
Mr. C. R. Caldwell, Administrative Services Officer, Transportation Branch, Los Angeles City Schools
Mr. Jerry F. Halverson, Legal Adviser, Los Angeles City Schools

9: Mr. G. Neil Sullivan, Personnel Director, Interstate Hosts Company
Mr. Barton F. Wigge, Consultant, Business Education, Los Angeles City Schools
Legislative Committee Meeting (Continuation Education) Los Angeles City Schools

12: Mr. Gordon P. Trigg, Coordinator, Youth Opportunities, Economic Opportunity Act, Los Angeles City Schools
Mr. Henry Boas, Administrative Analyst, Los Angeles City Schools
Mr. Lawrence Bozanich, Administrative Analyst, Budget Division, Los Angeles City Schools
Mr. Jack Stone, Representative, California Casualty Indemnity Exchange
Legislative Committee Meeting (Continuation Education), Los Angeles City Schools

Dec. 13: Mr. Jerry F. Halverson, Legal Adviser, Los Angeles City Schools
Mr. Lawrence Bozanich, Administrative Analyst, Budget Division, Los Angeles City Schools
Mr. Jan Snoddy, Supervisor, Work Permits, Child Welfare and Attendance Branch, Los Angeles City Schools
Mrs. Sirje Vitsut, Assistant to District Director, Wages and Hours Division, U.S. Department of Labor

14: Mr. Ralph H. Demmon, Supervisor, Textbook Section, Los Angeles City Schools
Washington High School Continuation pupils (interviews)

15: Mr. Ralph A. Nelson, Personnel Director, Occidental Life Insurance Company
Mr. Henry Boas, Administrative Analyst, Los Angeles City Schools
Mr. Norman Lefmann, Consultant, Vocational and Practical Arts, Los Angeles City Schools
Miss Muriel I. Sheldon, Supervisor, Secondary Guidance and Counseling, Los Angeles City Schools
Mr. Jerry F. Halverson, Legal Adviser, Los Angeles City Schools
Dr. Dorothy J. Lyons, Assistant Medical Director, Los Angeles City Schools
Mr. David Randolph, Supervisor, Industry-Education Programs, Los Angeles City Schools

16: Mr. Louis DeBus, Director, Santa Monica Area Office, Los Angeles County Probation Department
Mr. Ray Herbert, Chief, Field Services Division, Los Angeles County Probation Department
Mr. Royden Zhe, Manager, California State Employment Service, Inglewood
Final membership roster for Center Advisory Committees confirmed

20: Mr. Royden Zhe, Manager, California State Employment Service, Inglewood
Mr. Richard S. Christensen, Employer Relations Representative, California State Employment Service, Inglewood
Mr. Edward Hughes, Employer Relations Representative, California State Employment Service, Inglewood
Miss Rose O'Connor, Area Supervisor, Secondary Guidance and Counseling, Los Angeles City Schools

Dec. 27: Mr. D. N. Waite, Regional Supervisor, Employment, Trans World Airlines
Mr. Charles W. Snoke, Manager of Employment, The Flying Tiger Line, Inc.
Mr. Robert Melcher, Management Advisory Staff, Management Planning and Controls, North American Aviation Company
Mrs. Virginia Gilbert, Personnel Manager, Mono Silicone Company

28: Mr. Lawrence R. Littrell, Personnel Administrator, Northrop Norair
Mr. Harry Saunders, Administrative Coordinator, Business Division, Los Angeles City Schools
Mr. Raymond D. Stover, Operations Director, Business Division, Los Angeles City Schools
Mr. Milo Watt, Director, Real Estate Branch, Los Angeles City Schools
Mr. Jerry F. Halverson, Legal Adviser, Los Angeles City Schools
Mr. Ralph G. Corwin, Business Administration Specialist, Los Angeles City Schools

29: Mr. Willard M. Reineck, Director, Supplies and Equipment, Los Angeles City Schools
Mr. Ralph Johnston, Assistant Director, Supplies and Equipment, Los Angeles City Schools
Mr. Jerry F. Halverson, Legal Adviser, Los Angeles City Schools
Dr. Louise W. Seyler, Deputy Superintendent, Los Angeles City Schools
Mr. Richard H. Lawrence, Legislative and Special Projects Coordinator, Los Angeles City Schools
Dr. James W. Lloyd, Coordinator of Special Studies, Los Angeles City Schools
Board of Education meeting for presentation of Legislative Proposals

30: Dr. Robert E. Kelly, Associate Superintendent, Division of Secondary Education, Los Angeles City Schools
Mr. Jerry F. Halverson, Legal Adviser, Los Angeles City Schools
Dr. James W. Lloyd, Coordinator of Special Studies, Los Angeles City Schools

Dec. 30: Mr. Frank J. Toggenburger, Assistant Director, Research and Development, Los Angeles City Schools
Mr. Harry Handler, Assistant Director, Southwest Regional Laboratory for Educational Research and Development
Mr. Royden Zhe, Manager, California State Employment Service, Inglewood
Mr. Edward Pope, Manager, Unemployment Insurance, California State Employment Service, Inglewood
Mr. Ralph Olson, Consultant, Instructional Services, Los Angeles City Schools

Jan. 3: Mr. Richard T. Cooper, Secondary Administrative Coordinator, Los Angeles City Schools
Mr. Jerry F. Halverson, Legal Adviser, Los Angeles City Schools
Board of Education Meeting regarding Legislative Committee (Continuation Education) proposals (endorsement secured)
Dr. Richard W. Jarrett, Business Services Administrator, Los Angeles City Schools
Mr. Otto H. Holzer, Inspector, Federal Aviation Agency

4: Mr. Robert A. Carrow, Assistant Personnel Director, Pacific Mutual Life Insurance Company
Mr. Jerrold B. Thorpe, Vice President, Title Insurance and Trust Company
Mr. L. Dwight Taggart, Manager, Organization Staffing, Title Insurance and Trust Company
Mr. John D. McLean, Vice President, Crocker-Citizens National Bank
Mr. J. D. Yocom, Assistant Vice President, Crocker-Citizens National Bank
Mrs. Charlotte K. Lebus, Supervisor, Homemaking Education, Los Angeles City Schools
Mrs. Faye C. Brinker, Senior Administrative Assistant, Business Division, Los Angeles City Schools

5: Mr. Robert J. O'Donnell, Vice President, United California Bank
Mr. Virgil Volla, Associate Superintendent, School Planning Division, Los Angeles City Schools

Jan. 6: Mr. Robert G. Barnes, Director of Food Services, Los Angeles City Schools
Mr. Henry Boas, Administrative Analyst, Los Angeles City Schools

APPENDIX B

TASK FORCE

LEON L. KAPLAN

Principal, Palms Junior High School	1963 to October 1966
Principal and Coordinator of Peace Corps Training, Los Angeles High Summer School	1963, 1965
Principal, Audubon Junior High School	1953-1963
Vice Principal, Burroughs Junior High School	1950-1953
Vice Principal, Lafayette Junior High School, and Coordinator, Lafayette Center Delinquency Prevention Project	1947-1950
Teacher, Remedial Reading, Social Studies, Physical Education, and Grade Counselor, Los Angeles High School	1944-1947
Teacher, Social Studies, Los Angeles Adult School	1944
Teacher, Remedial Reading, Music, Journalism, and Counselor, Jackson Adjustment Center High School	1939-1944
Teacher, Remedial Reading, Music, and Counselor at Staunton Avenue Adjustment Center High School (on special assignment from Jackson High School, fall semester)	1942

Other Experience:

Research and Development Section, Head of Writing Team, Evaluation of Elementary and Secondary Education Act and Economic Opportunity Act Projects	Summer 1966
Deputy Probation Officer, Los Angeles County Probation Department	Summer 1955
Administrative Assistant for Federal Survey, Los Angeles City Schools' War Production Training Office	1943

Teacher Training:

Los Angeles Area Study Group, California Council on Teacher Education (3 Terms)	1954-1959

Training Teacher, Los Angeles High Summer School	1945-1949
Leader, In-Service Education Workshops in Guidance and Discipline	1948, 1949, 1951, 1953, 1959, 1961

Community Activities:

Member, Board of Directors, Westwood Community Mental Health Clinic	1963 to Present
Community Coordinating Councils	
President and/or Vice President, 3 Councils	
Member of Executive Board, County Federation of Community Coordinating Councils	1947-1954
Executive Board:	
Los Angeles County Toy Loan Libraries	1949, 1950
Los Angeles Youth Project (Delinquency Prevention)	1948, 1949

Other Activities:

Chairman, Organizing Committee, Los Angeles Negro Municipal Band	1950
Chairman, Los Angeles County Committee on Conduct of Juveniles in Theaters	1951-1955
Field Work, Los Angeles County Bureau of Public Assistance and Los Angeles County Probation Department	1937-1938

Special Reports:

"The Proposed Ford Foundation Grant to Study Delinquent Gangs in the Southwest Area of Los Angeles"	1961
"Youth Services Programs for the Gifted"	1959

Publications:

"Guidance Principles," The Bulletin, National Association of Secondary School Principals	1952
"Lafayette Center Meets Community Challenge," Los Angeles School Journal	1950

"Guidance Principles and Practices" Chapter in Handbook for California Junior High Schools, California State Department of Education	1949
"Recreation Co-op," Clearing House	1948

Degrees:

A.B. - Sociology - University of California at Los Angeles	1937
M.S. - Social Work - University of Southern California	1938

HONÓRE M. LEVY (MRS.)

Head Counselor, San Fernando High School	1963 to October 1966
Head Counselor, Jefferson High School	1956-1963
Employment Coordinator and Assistant Counselor, Jefferson High School	1952-1956
Student Activities Coordinator, Jefferson High School	1949-1952
Teacher, English and Social Studies, Jefferson High School	1946-1949
Teacher, English and Social Studies, Lafayette Junior High School	1940-1946

Degrees:

B.E. - Education - University of California at Los Angeles	1936
M.S. - Education - University of Southern California	1937
M.A. - Guidance - California State College at Los Angeles	1956

WILLIAM G. MEDINA

Teacher, Metal, Wood, Grant High School	1964 to October 1966
Teacher, Wood, Los Angeles County Probation Department, Malibu Juvenile Detention Camp (evenings)	1959-1963
Teacher, Metal, Wood, Pacoima Junior High School	1956-1964
Teacher, Metal, Wood, Drafting, Walter Reed Junior High School	1955-1956

Other Experience:

U.S. Army Infantry	1943-1947
Journeyman Machinist	1937-1943

Degrees:

B.S. - Industrial Education - California State Teachers College, California, Pennsylvania	1954
M. of Ed. - University of California at Los Angeles	1955

APPENDIX C

CONSULTANTS

Dr. David Allen, Supervisor, Trade and Technical Teacher Education, Bureau of Industrial Education, California State Department of Education; Lecturer in Education, University of California at Los Angeles

Mr. Harry Handler, Assistant Director, Southwest Regional Laboratory for Educational Research and Development (currently on leave from the position of Administrative Coordinator, Specially Funded Projects, Los Angeles City Schools)

Dr. Edward C. Kelly, Associate Professor of Business Education, University of Southern California

APPENDIX D

ADVISORY COMMITTEE

Central City Occupational Training Center

Los Angeles Industry-Education Council
  (an affiliate of the Southern California Industry-Education Council which serves both industry and schools for the development of cooperative programs)
  Dr. E. Maylon Drake, President; Superintendent, Alhambra City High Schools
  Dr. Edwin E. Hays, Vice President; Vice President, Research and Development, Riker Laboratories
  Mr. Sam Perry, Public Relations Manager, Bank of America
  Mrs. Beth Wyckoff, Wyckoff and Associates

Mr. Robert A. Carrow, Assistant Personnel Director, Pacific Mutual Life Insurance Company
Miss Diane Chavez, Representative of client population
Mr. L. J. Gere, General Personnel Manager, Pacific Telephone and Telegraph Company
Mr. John Haynes, Manager, Industrial Relations, American Electronics, Inc., President, Greater Los Angeles Chapter, Personnel and Industrial Relations Association
Mr. Carlos Jones, Representative of client population
Mr. John Jones, Supervising Parole Agent, California Youth Authority
Mr. Herbert Kaplan, Youth Employment Supervisor, Los Angeles County Civil Service Commission
Mr. Don Loughery, Assistant Chief, Field Services Division, Los Angeles County Probation Department
Mr. Thomas McCart, Recruitment Representative, State Personnel Board
Mr. John McLean, Vice President, Crocker-Citizens National Bank
Miss Muriel Morse, General Manager, Los Angeles City Civil Service Commission
Mr. Ralph A. Nelson, Personnel Director, Occidental Life Insurance Company of America
Mr. Robert O'Donnell, Vice President, United California Bank
Mr. Robert Riley, General Manager, Southern California Restaurant Association
Dr. Richard Schutz, Director, Southwest Regional Laboratory for Educational Research and Development
Mr. Leslie N. Shaw, U.S. Postmaster, Los Angeles
Mr. Sydney E. Tarbox, Regional Deputy Director, U.S. Civil Service Commission, Los Angeles

Mr. Jerrold B. Thorpe, Vice President, Title Insurance and Trust Company

Mr. Robert B. White, Education Committee, AFL-CIO, Los Angeles County Federation of Labor

Los Angeles City Schools Personnel:

Mr. Fred A. Baer, Supervisor, Junior High Industrial Arts

Mr. Dwayne L. Brubaker, Supervisor, Work Experience and Continuation Education

Dr. Everett B. Chaffee, Associate Superintendent, Instructional Services Division

Dr. B. Gordon Funk, Supervisor, Senior High Industrial Education

Mr. J. Lyman Goldsmith, Supervisor, Vocational and Practical Arts

Mr. Frank J. Hedrick, Supervisor, Elementary Industrial Arts

Mrs. Bessie B. Kaufman, Supervisor, Business Education

Dr. Robert E. Kelly, Associate Superintendent, Division of Secondary Education

Mr. William N. Kepley, Jr., Administrative Assistant, Division of College and Adult Education

Mrs. Charlotte K. Lebus, Supervisor, Homemaking Education

Dr. Dorothy J. Lyons, Assistant Medical Director

Dr. Richard Maxfield, Director, Classified Personnel Branch

Mr. Cecil C. Nunn, Director, Child Welfare and Attendance Branch

Mrs. Virginia Powers, Guidance Specialist, Elementary Division

Mr. David F. Randolph, Supervisor, Industry-Education Program

Miss Muriel I. Sheldon, Supervisor, Secondary Guidance and Counseling

Mr. Stuart Stengel, Assistant Superintendent, Division of Secondary Education

Mr. Roy Stone, Principal, Mid-City Adult Occupational Training Center

Mr. Frank J. Toggenburger, Assistant Director, Office of Research and Development

ADVISORY COMMITTEE

Los Angeles International Airport Occupational Training Center

Westside Industry-Education Council
  (An affiliate of the Southern California Industry-Education Council which serves both industry and schools for the development of cooperative programs)
  Dr. Charles T. Morrow, President; Head of Technical Relations, Aerospace Corporation
  Dr. Joseph Cryden, Technical Staff, Hughes Aircraft Company
  Mr. Charles Cleminshaw, Vice President, Parker Aircraft Company
  Mr. Clifford Rich, General Employment Administrator, Garrett Corporation
  Mr. Royden Zhe, Manager, California State Employment Service, Inglewood Office

Mr. William Barnes, Personnel Manager, North American Aviation, Inc.
Mr. Robert Bromley, Personnel Manager, AiResearch Aviation Service Corporation
Mr. Louis DeBus, Director, Santa Monica Area Office, Los Angeles County Probation Department
Mr. William E. Foster, Personnel Manager, Del Mar Engineering Laboratories; President of 6th Area Council, Personnel and Industrial Relations Association, Inc., Greater Los Angeles Chapter
Mr. Samuel Glane, Supervising Parole Agent, California Youth Authority
Mr. Richard E. Glauser, Head, Vocational and Technical Training, Corporate Industrial Relations, Hughes Aircraft Company
Mr. George G. Grigas, General Manager, Sky Chefs, Inc.
Mr. Thomas Hall, Director of Personnel and Employment, Western Airlines
Mrs. Ellie Hanna, Representative of client population
Mr. Daniel Hobel, Vice President and General Manager, Fairchild-Winston Research Corporation
Mr. Otto H. Holzer, Inspector, Federal Aviation Agency
Mr. Richard Lano, Assistant Supervisor, Trade and Technical Teacher Education, University of California at Los Angeles

Mr. Richard J. MacDonald, Training Specialist, Garrett AiResearch Corporation
Mr. Frank Mouchebouef, Manager, Marriott In-Flite Services
Dr. Ernst H. Plesset, Chairman of the Board, Plesset Associates, Inc., Research Consultants
Mr. Gilbert Ramos, Representative of client population
Mr. Robert Riley, General Manager, Southern California Restaurant Association
Dr. Richard Schutz, Director, Southwest Regional Laboratory for Educational Research and Development
Mr. Neil Sullivan, Director of Personnel, Interstate Hosts, Inc.
Mr. Ernest R. White, General Vice President, International Association of Machinists
Mr. Robert B. White, Education Committee, AFL-CIO, Los Angeles County Federation of Labor
Mr. Edwin H. Wingate, Director, Labor Relations, Continental Airlines

Los Angeles City Schools Personnel:

Mr. Arthur G. Andresen, Assistant Superintendent, Division of Secondary Education
Mr. Fred A. Baer, Supervisor, Junior High Industrial Arts
Mr. Dwayne L. Brubaker, Supervisor, Work Experience and Continuation Education
Mr. Morris Bulwa, Supervisor of Guidance, South Elementary Area
Dr. Everett B. Chaffee, Associate Superintendent, Instructional Services Division
Mr. Donald V. Chase, Department Coordinator, Los Angeles City Aircraft School (Trade Technical Junior College)
Dr. B. Gordon Funk, Supervisor, Senior High Industrial Education
Mr. John Giovannoni, Supervisor, Elementary Industrial Arts
Mr. J. Lyman Goldsmith, Supervisor, Vocational and Practical Arts
Mrs. Bessie B. Kaufman, Supervisor, Business Education
Dr. Robert E. Kelly, Associate Superintendent, Division of Secondary Education
Mrs. Charlotte K. Lebus, Supervisor, Homemaking Education
Dr. Dorothy J. Lyons, Assistant Medical Director
Mr. Cecil C. Nunn, Director, Child Welfare and Attendance Branch

Mr. David F. Randolph, Supervisor, Industry-Education Program

Miss Muriel I. Sheldon, Supervisor, Secondary Guidance and Counseling

Mr. Frank J. Toggenburger, Assistant Director, Office of Research and Development

Mr. George Winder, Administrative Coordinator, Division of College and Adult Education

APPENDIX E

LEGISLATIVE REVIEW COMMITTEE ON CONTINUATION EDUCATION
LOS ANGELES CITY SCHOOLS

Mr. Dwayne L. Brubaker, Supervisor, Work Experience and Continuation Education

Mr. Richard Flynn, Assistant Supervisor, Child Welfare and Attendance Branch

Mr. J. Lyman Goldsmith, Supervisor, Vocational and Practical Arts

Mr. Jerry F. Halverson, Legal Adviser

Mr. Warren L. Juhnke, Principal, Fleming Junior High School

Mr. Richard H. Lawrence, Legislative and Special Projects Coordinator

Mrs. Helen Morton, Principal, LaSalle Elementary School

Mr. Cecil C. Nunn, Director, Child Welfare and Attendance Branch

Mr. George J. Smith, Administrative Coordinator, Secondary Division

Mr. Frank B. Snyder, Principal, Jefferson High School

Mr. Stuart Stengel, Area Superintendent, Secondary Division

Mr. George M. Winder, Administrative Coordinator, Adult Education Office

Dr. John W. Wright, Administrative Assistant, Elementary Division

Mr. Leon L. Kaplan, Head of Task Force, (Chairman of Committee)

APPENDIX F

LEGISLATIVE PROPOSAL

Presented by Legislative Review Committee
on Continuation Education
to the Los Angeles City Board of Education
(Endorsed January 3, 1967)

Summary of Purposes and Content of Legislation. In order to provide suitable instruction for continuation education pupils as required by the Education Code, Section 5952, it is desirable to use Chapter 14 of the Code (Regional Occupational Centers) with certain modifications. A specially designed program has been developed to enable 16- and 17-year-old pupils, enrolled in three-hour per day continuation education classes, to qualify for a high school diploma and at the same time to acquire occupational skills that will prepare them for the world of work. These Centers will emphasize occupational training with academic education playing a supporting role. A functional program would provide pupils an opportunity for work exploration and observation and paid on-the-job training in various industries and government agencies. The Centers would be coeducational, small in size (serving a maximum of 300 pupils), and would require specialized staff, facilities, and equipment.

Research completed by a special Task Force shows that the possibilities of retaining potential and actual dropouts in this kind of occupationally oriented program can be accomplished by a combination work-study program. In order to establish Occupational Centers for 16- and 17-year-old pupils who have special educational and social needs, certain amendments and additions to the Education Code seem advisable. Recommended changes involve the extension of the school year to provide a year-around program, provision for adults to utilize the school facilities, and financial provisions to enable the School District to establish and operate the Centers. The factors which require additional funding as excess expense items are:

1. Separate administration and school plant

2. Small enrollment (300 pupils maximum)
3. Lower teacher-pupil ratio (1 teacher to 15 pupils)
4. Intensive counseling and testing (individual and group, and vocational guidance)
5. Intensive health services
6. Individualized instructional program (curriculum lab, programmed instruction, teaching machines, remediation, job-oriented materials)
7. Equipment and supplies for skill training (aviation mechanics, food service, keypunch, auto mechanics, electronics assembly, typewriter repair, typewriters, business machines)
8. Job development and placement staff and services
9. Specially designed Instructional Materials Center (library, audio-visual)
10. Transportation (to the Center and for work exploration and on-the-job training)
11. Training allowance prior to on-the-job placement
12. All year school for those pupils interested in order to continue the on-the-job employment program and thus cooperate with industry when the need for trained employees is greatest (seasonal travel peak and vacation relief)

The implementation of the Beilenson Act (Assembly Bill 2240) has demonstrated that certain amendments are desirable in order to effectively administer certain provisions of the bill.

Additional alternatives are needed in regard to the 10-day limit on suspensions, Education Code (Division 9, Chapter 1, Article 3, Section 10607.5). It is also recommended that a pupil, whose case is pending before a Board of Education for expulsion, may be suspended beyond 10 days.

Parental schools or rooms are practically non-existent in school districts in the State. The alternative of transferring a pupil to a parental school or room or to a continuation education class obviously restricts the use of appropriate placements. The Article is not applicable to secondary school pupils, and some of its provisions could be considered to be philosophically out-of-date. Amendments are included to provide adequate financial support for opportunity schools and classes.

The proposed revisions to the "Parental School Article" provide for a positive approach to aid each pupil in his school adjustment. The primary objective of enrollment in an opportunity class or school would be to prepare the pupil for return to the regular program of instruction as soon as possible.

The legislation would make specialized services available on a district-wide basis to elementary and secondary pupils either in an opportunity class within their regular school, an opportunity class in another regular school, or in an opportunity school.

Emphasis would be placed on adapting instruction to meet the unique and complex learning needs of pupils and in providing intensive counseling. The class size would be smaller than in the regular classroom with a teacher-pupil ratio not to exceed 15.

An act to amend Sections 5952, 5953, 7450, 7451.5, 7454, 7455, 7456, 10607.5, and Section 12553 of the Education Code, and to add Sections 5957, 5958, 5959, 5960, 5961, 5962, 5963, 5964, 7451.1, 7457, 7458, 7459, 7460, 7461, 7462, 7463, 18260, and Section 18280 of the Education Code, relating to vocational and technical education.

The people of the State of California do enact as follows:

SECTION 1. Section 5952 of the Education Code is amended to read:

5952. The governing board of each high school district and each unified school district shall establish and maintain special continuation education classes or regional occupational centers whenever there are any minors residing within the district who are subject to compulsory continuation education; provided, that if there are fewer than 100 students enrolled in grade 12 in the school or schools of the district, the governing board of the district may apply to the State Department of Education for exemption from the requirements of this section and such exemption may be granted in accordance with rules and regulations that shall be adopted by the State Board of Education to govern the granting of the exemptions.

SECTION 2. Section 5953 of the Education Code is amended to read:

5953. Special continuation education classes or classes conducted by a regional occupational center shall provide at least four 60-minute hours of instruction per week for each minor within the high school district who is subject to compulsory continuation education.

SECTION 3. Section 5957 is added to said code, to read:

5957. The governing board of a school district or school districts, as the case may be, maintaining special continuation education classes may accept and expend grants from the federal government or from other public or private sources for the purpose of this article.

Costs of any kind required by the federal government or by public source to be incurred by a school district for the purpose of matching any federal or other public grant shall be reimbursed to the district or to the county superintendent of schools by the State Superintendent of Public Instruction as excess expense.

SECTION 4. Section 5958 is added to said code, to read:

5958. The Superintendent of Public Instruction shall determine the amount of the excess expense incurred by each school district and each county superintendent of schools for the education of pupils in special continuation education classes. "Excess expense" as employed in this section includes the total current expenses of education, including transportation, incurred for the education of pupils in special continuation education classes, over the expense for an equal number of units of average daily attendance of pupils attending regular day classes in the district.

SECTION 5. Section 5959 is added to said code, to read:

5959. Whenever any school district maintains special continuation classes, the governing board of the school district may apply to the Superintendent of Public Instruction for an apportionment pursuant to Sections 5951 through 5964.

SECTION 6. Section 5960 is added to said code, to read:

5960. The application shall be made prior to September 1st of each school year in the form and manner prescribed by the Superintendent of Public Instruction and shall include an estimate of the average daily attendance that will be credited to such special continuation education classes, during the school year for which an advance apportionment is requested. Such estimate shall be based upon the number of pupils residing in the district that come within the provision of Sections 5951 through 5964, inclusive, and who will attend such special continuation education classes, and shall be subject to the approval of the Superintendent of Public Instruction.

SECTION 7. Section 5961 is added to said code, to read:

5961. Not later than thirty (30) days after such application, the Superintendent of Public Instruction, if he approves, shall apportion to each applicant school district from the State General Fund, as an advance against future apportionments from the State School Fund to such district, an amount equal to the maximum amount contained in the approved application.

SECTION 8. Section 5962 is added to said code, to read:

5962. The Superintendent of Public Instruction shall furnish an abstract of all apportionments made to school districts under Sections 5951 through 5964, inclusive, to the State Controller, the Department of Finance and to the county auditor, county treasurer, and county superintendent of schools of the county and shall certify such apportionment to the State Controller who shall thereupon draw warrants on the State General Fund in favor of the county treasurer of each county for the amounts apportioned to the districts.

SECTION 9. Section 5963 is added to said code, to read:

5963. All monies received by the treasurer of a county under Sections 5951 through 5964, inclusive, shall be credited by the treasurer to the general fund of the school district of the county, exactly as apportioned by the Superintendent of Public Instruction.

SECTION 10. Section 5964 is added to said code, to read:

5964. During the next two fiscal years after the fiscal year in which such apportionment is advanced to a school district under Sections 5951 through 5964, inclusive, the State Controller shall deduct from apportionments made to such school district from the State School Fund an amount equal to an amount apportioned to such school district under Sections 5951 through 5964, inclusive, and pay the same into the State General Fund.

SECTION 11. Section 7450 of the Education Code is amended to read:

7450. In enacting this article, it is the intent of the Legislature to provide qualified students with the opportunity to attend a technical school and enroll in a vocational or technical training program, regardless of the geographical location of their residence in a county or region. The Legislature hereby declares that a regional occupational center will serve the state and national interests in providing vocational and technical education to prepare students for an increasingly technological society in which generalized training and skills are insufficient to prepare high school students and graduates, and out-of-school youth, and adults for the many employment opportunities which require special or technical training and skills. The Legislature also declares that regional occupational centers will enable a broader curriculum in technical subjects to be offered, and will avoid unnecessary duplication of courses and expensive training equipment, and will provide a flexibility in operation which will facilitate rapid program adjustments and meeting changing training needs as they arise.

SECTION 12. Section 7451.1 is added to the Education Code, to read:

7451.1 A regional occupational center shall:

(a) Provide individual counseling and guidance in social and vocational matters, which shall include the services of school physicians and school psychologists.

(b) Provide a curriculum which includes skill training in occupational fields having current and future needs for the training that is provided.

(c) Shall include a program providing an opportunity for pupils to acquire entry level vocational skills which will lead to a combination work-study schedule of four employment hours and three hours of skill training and basic education each day at the occupational center.

(d) Maintain a pupil-teacher ratio of fifteen to one, or lower.

SECTION 13. Section 7451.5 of the Education Code is amended to read:

7451.5. A regional occupational center may:

(a) Be established pursuant to Section 7451 to provide day, including Saturday, and evening full-time and part-time vocational education programs for minors and adults, the year-around.

(b) Include within its vocational training programs, the establishment and operation of a sheltered workshop.

SECTION 14. Section 7454 of the Education Code is amended to read:

7454. The county superintendent of schools or governing board of a school district or districts, as the case may be, maintaining a regional occupational center may accept and expend grants from the federal government or from other public or private sources for the purposes of this chapter. Costs of any kind required by the federal government or other public source to be incurred by a school district or a county superintendent of schools, for the purpose of matching any federal or other public grant shall be reimbursed to the district or to the county superintendent of schools by the State Superintendent of Public Instruction as excess expense.

SECTION 15. Section 7455 of the Education Code is amended to read:

7455. Any pupil eligible to attend a high school or adult school in the county, and who resides in a school district which by itself or in cooperation with other school districts, has not established a regional occupational center, is eligible to attend a regional occupational center maintained by the County Superintendent of Schools. Any school district which in cooperation with other school districts maintains a regional occupational center or any such cooperating school districts may admit to such center any pupil, otherwise eligible, who resides in the district or in any of the cooperating districts. Any school district which by itself maintains a regional occupational center may admit to such center any pupil, otherwise eligible, who resides in the district. No pupil, including adults and minors under subdivision (a) of Section 7451.5, shall be admitted to a regional occupational center unless the County Superintendent of Schools or governing board of the district or districts maintaining the center, as the case may be, determines that the pupil will benefit therefrom and approves of his admission to the regional occupational center.

A pupil may be admitted on a full-time or part-time basis, as determined by the County Superintendent of Schools or governing board of the school district or districts maintaining the center, as the case may be. A school district which by itself or in cooperation with other school districts maintains a regional occupational center may admit pupils residing in other school districts under interdistrict attendance agreements made pursuant to Sections 10801 and 10805.

SECTION 16. Section 7456 of the Education Code is amended to read:

7456. The County Superintendent of Schools, with the approval of the County Board of Education, and the governing board of each school district which maintains a regional occupational center pursuant to this chapter, shall certify to the county auditor and to the County Board of Supervisors, on or before July 15 of each year, the amount of money required to be raised by a tax for the education of pupils attending the regional occupational center maintained by the County Superintendent of Schools or by a school district, as the case may be, and for the purposes set forth in Section 7453.

The amount shall be determined by subtracting from the total cost of education of such pupils in the regional occupational center, including transportation, to the County Superintendent of Schools or school district, as the case may be, (1) the total of any balances remaining to be expended for this purpose and (2) the total amount to be apportioned by the Superintendent of Public Instruction to the County School Service Fund or to the school district, as the case may be, for the education of such pupils and by adding to the result the amount required for the purposes set forth in Section 7453. At the time of levying county taxes, the Board of Supervisors shall levy a district tax for each regional occupational center maintained in the county by the governing board of a school district pursuant to this chapter upon the taxable property of the school district sufficient to produce the amount required by this section; and the board of supervisors may levy a county tax for each regional occupational center maintained in the county by the County Superintendent of Schools pursuant to this chapter~~, upon the taxable property of the county~~ sufficient to produce the amount required by this section, upon the following taxable property within the county:

(a) In a county in which the governing board of a school district is not maintaining a regional occupational center pursuant to this chapter, upon all the taxable property within the county.

(b) In a county in which the governing board of a school district is maintaining a regional occupational center pursuant to this chapter, upon the taxable property within that portion of the territory of the county which is not included in territory of such school district.

SECTION 17. Section 7457 is added to the Education Code, to read:

7457. The Superintendent of Public Instruction shall determine the amount of the excess expense incurred by each school district and each county superintendent of schools for the education of pupils in regional occupational centers.

"Excess expense" as employed in this section includes the total current expenses of education, including transportation, and those expenses incurred under Section 7453, incurred for the education of pupils in regional occupational centers, over the expense for an equal number of units of average daily attendance of pupils attending regular day classes in the district.

SECTION 18. Section 7458 is added to the Education Code, to read:

7458. Whenever any school district or the county superintendent of schools maintains a regional occupational center, the governing board of the school district or the county superintendent of schools may apply to the Superintendent of Public Instruction for an apportionment pursuant to Sections 7457 through 7463, inclusive.

SECTION 19. Section 7459 is added to the Education Code, to read:

7459. The application shall be made prior to September 1st of each school year in the form and manner prescribed by the Superintendent of Public Instruction and shall include an estimate of the average daily attendance that will be credited to such regional occupational center or centers during the school year for which an advance apportionment is requested. Such estimate shall be based upon the number of pupils residing in the district, or in the county in the case of the county superintendent of schools, that come within the provisions of Sections 7450 through 7455, inclusive, and who will attend such regional occupational centers, and shall be subject to the approval of the Superintendent of Public Instruction.

SECTION 20. Section 7460 is added to the Education Code, to read:

7460. Not later than thirty (30) days after such application, the Superintendent of Public Instruction if he approves, shall apportion to each applicant school district, or to the county superintendent of schools, from the State General Fund, as an advance against future apportionments from the State School Fund to such district or county superintendent of schools, an amount equal to the maximum amount contained in the approved application.

SECTION 21. Section 7461 is added to the Education Code, to read:

7461. The Superintendent of Public Instruction shall furnish an abstract of all apportionments made to school districts or to county superintendents of schools under Sections 7457 through 7463, inclusive, to the State Controller, the Department of Finance and to the county auditor, county treasurer, and county superintendent of schools of the county and shall certify such apportionments to the State Controller who shall thereupon draw warrants on the State General Fund in favor of the county treasurer of each county for the amounts apportioned to the districts, or to the county superintendent of the county.

SECTION 22. Section 7462 is added to the Education Code, to read:

7462. All monies received by the treasurer of a county under Sections 7457 through 7463, inclusive, shall be credited by the treasurer to the general fund of the school district of the county, or to the county school service fund, exactly as apportioned by the Superintendent of Public Instruction.

SECTION 23. Section 7463 is added to the Education Code, to read:

7463. During the next two fiscal years after the fiscal year in which such apportionment is advanced to a school district, or to a county superintendent of schools, under Sections 7457 through 7463, inclusive, the State Controller shall deduct from apportionments made to each such school district, or to the county school service fund, from the State School Fund an amount equal to an amount apportioned to such school district, or to such county superintendents of schools, under Sections 7457 through 7463, inclusive, and pay the same into the State General Fund.

SECTION 24. Section 10607.5 of the Education Code is amended to read:

10607.5. Notwithstanding the provisions of Section 10607, no student shall be suspended from school for more than ten (10) days in a school year except he shall first ~~have been~~ be transferred to and enrolled in either ~~a parental school established and maintained pursuant to Article 1 (commencing with Section 6501) of Chapter 7 of Division 6, or a continuation education class established and maintained pursuant to Article 4 (commencing with Section 5951) of Chapter 6 of Division 6.~~ one other regular school for adjustment purposes, an opportunity class in his school of residence, an opportunity school or class, or a continuation education school or class. In a case where an action is pending in juvenile court in regard to a student, a superintendent, or other person designated by him in writing, may extend the suspension until such time as the juvenile court has rendered a decision in the action. The State Board of Education shall adopt necessary rules and regulations to implement this section.

SECTION 25. Section 12553 of the Education Code is amended to read:

12553. Whenever a minor subject to the provisions of this chapter (Sections 12551 to 12759) cannot give satisfactory proof of regular employment he shall attend, for not less than three hours per day, upon special continuation education classes, or a regional occupational center, during the period of unemployment.

SECTION 26. Section 18260 is added to the Education Code, to read:

18260. The Superintendent of Public Instruction shall allow to each school district and county superintendent of schools who maintains a regional occupational center an amount equal to the excess current expense of education, including transportation and expenditures made under Section 7453, to such school district, or county superintendents of schools, for educating pupils who come within the provisions of Sections 7450 through 7463, inclusive, during the preceding fiscal year.

SECTION 27. Section 18280 is added to the Education Code, to read:

18280. The Superintendent of Public Instruction shall allow to each school district which maintains special continuation education schools or classes an amount equal to the excess current expense of education, including transportation, to such school district for educating pupils who come within the provisions of Sections 5951 through 5964, inclusive, during the preceding fiscal year.

* * * * *

An act to repeal Sections 6501, 6502, 6503, 6504, 6505, 6506, 6507, 6508, 6509, 6510, 6511, 6512, 6513, 6551, 6552, 6553, 6554, 6555, 6556, 6557, 6558, 6559, 21451, 21452, 21501, 21502, 21551, 21601, 21602, 21603, 21604, 21605, 21651, 21652, 21653, 21654, 21655, and Section 21656 of the Education Code, and to amend Sections 11052, 12406, 12410, 12413, 12458, and Section 13288 of the Education Code, and to add Sections 6500, 6501, 6502, 6503, 6504, 6505, 6506, 6507, 6508, 6509, 6510, 6511, and Section 11075 of the Education Code, and add Article 4.7 (commencing with Section 11420) of the Education Code, and add Section 20800 of the Education Code, relating to opportunity schools. The people of the State of California do enact as follows:

SECTION 1. Section 6500 of the Education Code is added to said code to read:

6500. In enacting this article, it is the intent of the Legislature to provide an opportunity for pupils who are habitually truant from instruction upon which they are lawfully required to attend, or who are irregular in attendance, or who are insubordinate or disorderly during their attendance upon instruction to resolve their problems and to reestablish themselves for return to regular classes or regular schools as soon as practicable.

SECTION 2. Section 6501 is added to said code, to read:

6501. The assignment of any pupil to an opportunity school or an opportunity class shall be conducted with a view to the improvement of the pupil and to his restoration, as soon as practicable, to the regular school and regular class in which he would, if not so assigned, be required to attend.

SECTION 3. Section 6502 is added to said code, to read:

6502. The governing board of any school district may establish schools or may set apart public school buildings or may set apart in public school buildings a room or rooms for pupils in grades 1 through 12 as described in Section 6500. The school building so established or set apart shall be known as an opportunity school and the room or rooms set apart in a public school building shall be known as opportunity class or classes.

SECTION 4. Section 6503 is added to said code, to read:

6503. Any governing board establishing and maintaining an opportunity school or opportunity classes may make such special rules and regulations for its government and administration as are consistent with the provisions and purposes of this article (commencing at Section 6500).

SECTION 5. Section 6504 is added to said code, to read:

6504. An opportunity school may be established as an elementary or secondary school and opportunity class or classes may be established in any elementary or secondary school of any school district.

SECTION 6. Section 6505 is added to said code, to read:

6505. The opportunity school or opportunity class or classes shall be established and maintained specially for the instruction of such pupils in grades 1 through 12 as are assigned thereto by the Superintendent of Schools as provided by this code.

SECTION 7. Section 6506 is added to said code, to read:

6506. The Superintendent of Schools, or other person designated by him in writing, or the board of education of any school district may assign pupils to an opportunity school or to opportunity class or classes in accordance with the provisions and purposes of this article (commencing with Section 6500).

SECTION 8. Section 6507 is added to said code, to read:

6507. If any pupil assigned to an established opportunity school or opportunity class or classes is a habitual truant, or is irregular in attendance at such opportunity school or class, or is insubordinate or disorderly during attendance at such opportunity school or class, the supervisor of attendance or the secretary of the board of education or clerk of the board of trustees, if there is no supervisor of attendance, shall request a petition on his behalf in the juvenile court of the county. If the court upon hearing the case finds that the allegations are sustained by the evidence, the court, in addition to any other judgment it may make regarding the pupil, may render judgment that the parent, guardian, or person having the control or charge of the child shall deliver him at the beginning of each school day, for the remainder of the school term, at the opportunity school or class from which he is a truant, or in which he has been insubordinate or disorderly during attendance.

SECTION 9. Section 6508 is added to said code, to read:

6508. The governing board of a school district or school districts, as the case may be, maintaining an opportunity school or opportunity class may accept and expend grants from the federal government or from other public or private sources for the purpose of this article.

Costs of any kind required by the federal government or by public source to be incurred by a school district for the purpose of matching any federal or other public grant shall be reimbursed to the district or to the county superintendent of schools by the State Superintendent of Public Instruction as excess expense.

SECTION 10. Section 6509 is added to said code, to read:

6509. The Superintendent of Public Instruction shall determine the amount of the excess expense incurred by each school district and each county superintendent of schools for the education of pupils in opportunity schools or opportunity classes. "Excess expense" as employed in this section includes the total current expenses of education, including transportation, incurred for the education of pupils in opportunity schools or opportunity classes, over the expense for an equal number of units of average daily attendance of pupils attending regular day classes in the district.

SECTION 11. Section 6510 is added to said code, to read:

6510. Whenever any school district maintains opportunity schools or opportunity classes, the governing board of the school district may apply to the Superintendent of Public Instruction for an apportionment pursuant to Sections 6509 through 6511.

SECTION 12. Section 6511 is added to said code, to read:

6511. The Superintendent of Public Instruction shall allow to each school district which maintains an opportunity school or opportunity class an amount equal to the excess current expense of education, including transportation, to such school district for educating pupils who come within the provisions of Sections 6500 to 6511, inclusive, during the preceding fiscal year.

SECTION 13. Section 11006 of the Education Code is amended to read:

11006. The minimum school day in grades four, five, six, seven, and eight in elementary schools and in special day and evening classes of an elementary school district, except in opportunity schools or classes, is 240 minutes.

SECTION 14. Section 11052 of the Education Code is amended to read:

11052. The minimum school day in any high school, except in an evening high school, a regional occupational center, an opportunity school and in opportunity classes, a continuation high school, and in continuation education classes, is 240 minutes.

SECTION 15. Section 11075 is added to said code, to read:

11075. The minimum day in an opportunity school or opportunity class is 180 minutes.

SECTION 16. Article 4.7 (commencing with Section 11420) is added to said code, to read:

11420. Units of average daily attendance in the opportunity schools or classes for a fiscal year are the quotient arising from dividing the total number of days of pupils' attendance in such schools or classes during the fiscal year by 175.

SECTION 17. Section 12406 of the Education Code is amended to read:

12406. The arresting officer shall forthwith deliver the ~~child~~ pupil arrested either to the parent, guardian, or other person having control, or charge, of the ~~child~~ pupil, or to the ~~teacher~~ school from ~~whom~~ which the ~~child~~ pupil is a truant, or, if the ~~child~~ pupil has been declared ~~an~~ a habitual truant, he shall ~~bring~~ cause the ~~child before a magistrate for commitment by him to a parental school~~ pupil to be brought before the juvenile court of the county.

SECTION 18. Section 12410 of the Education Code is amended to read:

12410. ~~If there is no parental school in the county, the~~ The Court, in addition to any judgment it may make regarding the ~~child~~ pupil, may render judgment that the parent, guardian, or person having control or charge of the ~~child~~ pupil shall deliver him at the beginning of each school day, for the remainder of the school term, at the opportunity school or class from which he is truant, or in which he has been insubordinate or disorderly during attendance.

SECTION 19. Section 12413 of the Education Code is amended to read:

12413. The governing board of the school district may, at any time, within one year after the bond has been declared forfeited, have execution issued against any of the parties to the bond to collect the amount thereof. All money paid or collected on the bond shall be paid ~~over to the parental school fund of the city, or city and county, or school district, or if there is no parental school in the county, all money paid or collected on the bond shall be paid~~ into the county treasury as provided for in Section 17152.

SECTION 20. Section 12458 of the Education Code is amended to read:

12458. All fines paid as penalties for the violation of any of the provisions of this chapter (commencing at Section 12101) shall, when collected or received, be paid over by the ~~justice~~ court or officer receiving them to the treasurer of the ~~city~~ county, or city and county, in which the offense was committed, to be placed to the credit of ~~the parental school fund of the city, or city and county, if there is such a fund, otherwise to the credit of the general school fund of the city, or city and county, or to the county treasurer to be placed to the credit of~~ the school fund of the school district in which the offense was committed.

SECTION 21. Section 13288 of the Education Code is amended to read:

13288. Teachers in ~~parental~~ opportunity schools or classes shall have the same qualifications and shall be employed in the same manner as in other ~~primary and grammar~~ elementary and secondary schools of the ~~city, city and county, or~~ school district in which the ~~parental~~ opportunity schools or classes ~~is~~ are situated.

SECTION 22. Section 20800 is added to said code, to read:

20800. The maximum rate of school district tax for any school year is hereby increased by such amount as will produce the amount of the proposed expenditures of the school district required or authorized pursuant to Sections 6500 to 6511, inclusive, of this code as shown by the budget of the district for such school year, as finally adopted by the governing board of the district, less any unencumbered balances remaining at the end of the preceding school year derived from the revenue from the increase in the rate of tax provided by this section.

The increase provided by this section shall not exceed five cents ($0.05) per each one hundred dollars ($100) of the assessed value of property within the district, and said increase shall be in addition to any other school district tax authorized by law to be levied.

In a unified school district the increase provided by this section shall not exceed ten cents ($0.10) per each one hundred dollars ($100) if the district maintains one or more elementary schools and high schools, and said increase shall be in addition to any other school district tax authorized by law to be levied.

If at the end of any school year there remains an unencumbered balance derived from the revenue of the increase in tax rate hereby provided, such balance shall be used exclusively in the following school year for the expenditures of the school district during that year required or authorized by Sections 6500 to 6511, inclusive, of this code, provided, however, that a district may accumulate from year to year any unencumbered balance derived from the tax levied under this section so long as the accumulated money is ultimately expended for a purpose authorized by Sections 6500 to 6511, inclusive.

APPENDIX G

REFERRAL PROCEDURES

Referral to the Occupational Training Centers will be considered only after the pupil and parent have had the opportunity to benefit from counseling. In developing an optimum plan for each pupil, the home school staff will explore the use of all resources within the school that might encourage and support full-time attendance and effect satisfactory adjustment. A pupil who persists in his desire to withdraw from the regular school may be considered for referral to an Occupational Training Center if he is between the ages of 15 years 9 months and 17 years 6 months.

Referral Procedures:

1. The Vice Principal of the home school contacts the Coordinator of Pupil Personnel Services at the Center to initiate an application.
2. The Assistant Supervisor of Child Welfare and Attendance of the Center visits the home school to gain further information about the pupil's interests and school progress.
3. If further consideration is to be given to the transfer, the Assistant Supervisor of Child Welfare and Attendance will interview the pupil and parent.
4. A brief case history will be prepared by the home school and the Assistant Supervisor of Child Welfare and Attendance for presentation to the intake committee of the Center.
5. If it appears that the pupil's needs may be served by the Center, an appointment will be scheduled with the pupil and parent for a conference and visitation at the Center.
6. If the pupil, parent, and staff agree, the pupil will be enrolled; if not, the case will be referred to the home school for further processing.

7. Pupils who have already dropped out of school and inquire at the home school about continuing their education may be referred to the Center in the same manner as outlined herein.

8. A pupil in a three-hour per day continuation class may be referred by the continuation teacher to the home school Vice Principal for possible enrollment in the Occupational Training Center following the above procedures.

APPENDIX H

SUPPORTIVE PUPIL PERSONNEL SERVICES

Supportive staff services will be provided to enable each pupil to achieve optimum success in the Occupational Training Center. Specialists in guidance, health, and work experience will supplement the skill training program and the basic educational offerings of the Center. A Specialist in Pupil Personnel Services assigned to each Center will coordinate the efforts of the supportive staff with those of the teachers in a team approach to help pupils develop positive attitudes toward themselves, school, work, and the community.

Guidance

Objectives. The guidance program will be designed to meet the following objectives:

- To help the pupil develop self-concepts, values, and the motivation necessary for personal and occupational success

- To assist teachers by providing information about individual pupils which will promote instruction

- To encourage cooperative planning among the Center staff, parents, and pupils

Staff. The guidance staff assigned to each Center will include a full-time:

- Head Counselor
- School Psychologist
- Assistant Supervisor of Child Welfare and Attendance

Services. The guidance services will include:

- Individual and group counseling directed toward
  - Assisting pupils through the process of self-appraisal to decide upon educational and occupational goals

  - Helping pupils identify and solve personal and social problems and thus further attainment of their goals

- Conferences with pupils and parents, individually and in groups, to provide educational and occupational information

- Psychological assessment and individual case study, when needed, to provide information and understanding about abilities, aptitudes and interests, and personal and social adjustment of pupils

- Liaison between the home and school
  - To interpret to parents and pupils the philosophy, objectives, and program of the Center
  - To interpret to the Center staff both home and community influences on the pupil

Health

Objectives. The objectives of the health services program will be:

- To help the pupil by identifying and correcting, where possible, health deficiencies

- To provide the Center staff with an understanding of the pupil's health problems as they relate to behavior, occupational activities, and educational planning

- To provide mental health consultation to pupils and staff

Staff. The health staff for each Center will consist of a full-time nurse and the following part-time personnel:

- Physician (1/2 time)
- Dentist (1/4 time)
- Audiometrist (1/8 time)
- Psychiatric Social Worker (1/2 time)
- Clinical Psychologist (1/4 time)
- Medical Specialists (75 hours per year)

Services. The health program will include these services:

- Identification of pupil's physical defects, medical and/or emotional problems
- Conferences with pupil, parents, and staff about health findings
- Assistance to pupil in obtaining medical treatment and care which might correct or prevent further disability
- Mental health consultation

Work Experience

Objectives. The work experience program will be designed to meet the following objectives:

- To provide effective orientation to the world of work
- To offer opportunities for work observation
- To obtain on-the-job paid employment

Staff. Two Work Experience Coordinators will be assigned to each Center.

Services. The Work Experience staff will provide the following services:

- Liaison with industry, business, and government agencies to enlist their cooperation and participation in the program
- Development of an optimum work experience plan for each pupil
- Supervision of pupils involved in work exploration and work experience
- Communication to Center staff of information related to occupations, employment needs and trends, and on-the-job progress of pupils

APPENDIX I

AN INSTRUCTIONAL MATERIALS CENTER WITHIN AN OCCUPATIONAL TRAINING FACILITY

Audio-Visual Section
Library Section
Division of Instructional Services

Background and Philosophy for the Project

Modern tradition characterizes an instructional materials center (IMC) as a functioning entity which integrates the instructional resources commonly associated with library and audio-visual services. The purpose of this resume is to identify the specific aspects of library and audio-visual services involved, including educational implications, physical facilities, equipment, materials, personnel requirements and qualifications, and estimated costs.

It is essential to establish certain basic assumptions in order to plan for the project. These assumptions include pupil population to be served, pupil/teacher ratio, pupil characteristics and motivations, curricular content, areas of occupational specialization, time schedule and duration of project, and the extent of funds available. As assumptions are translated into reality, recommendations will assume a more specific nature. A survey of assumptions follows:

Pupil Population to be Served. It is assumed that the projected Occupational Training Center is to accommodate both actual and potential coeducational high school dropouts in the 16- and 17-year-old age bracket.

Pupil/Teacher Ratio. It is assumed that pupil/teacher ratio will be dramatically altered from that in a regular classroom, resulting in a maximum teacher load per class of 15 pupils.

Pupil Characteristics and Motivations. It is assumed that many of these 16- and 17-year-olds typically will represent a low socio-economic background and probably a cultural minority. Many will have a reading ability far lower than their grade level expectancy. They will have an overt or thinly disguised dislike of elements representative of a regular educational system. Although they may actually be saturated in sophistication, this may well be accompanied by a negative self-image when achievement is equated with the social and intellectual demands of everyday society. They are easily frustrated by academic challenge and require far greater than average motivation for sustained study. Often they are lacking a level of parental understanding and support which would lead to adequate personal security.

Curricular Content. A curriculum designed to communicate with the youth identified with this project must assume some bold characteristics if it is to succeed. It must be designed to recognize short-term and immediate successes as well as long range structured accomplishments. Each pupil each day must be able to identify some personal answer to his own specific needs. He must know that whatever he learns has an immediate application, however embryonic, and he must sense that one immediate application after another eventually permits him a greater satisfaction of performance.

If the curriculum is occupationally or vocationally centered, the occupations themselves must be presented in a strongly appealing and motivating light. Only when the goals and satisfactions of the occupations are understood will the necessity for the accompanying skills make compelling sense.

Areas of Occupational Specialization. It is assumed that the areas of occupational specialization which are selected will range from low to medium entrance requirements and will not further contribute to the pupil's frustration through rigorous academic requirements. Those occupations might well be identified which have immediate implications for job opportunities in the community. These occupations should provide increasing levels of responsibility, allowing a phasing-in of ability in a paid on-the-job training situation. This again stresses the importance of a philosophy which relies on immediate satisfaction as a motivating factor for long range progress.

Time Schedule and Duration of the Project. Since the project will be established on an individual basis with each pupil, flexibility in programming is essential. After a week in the Center, each pupil should be able to identify a tangible achievement. He should be able to see the relationship of one week to the next, with perhaps the first month giving him some level of marketable performance.

The schedule and duration of the project must have the kind of flexibility which recognizes many levels of success. To expect every pupil to pursue a detailed course to a prescribed conclusion is to revert to a prescription which caused the difficulty in the first place.

The project, however, must have a scope sufficient to make good use of the reinspired youth who are bound to react favorably to a curriculum which considers their needs, to contemporary techniques and the new technology in learning resources which stimulate and motivate learning, and to teachers who are convinced that failure to learn is as much their responsibility as the pupils'.

Extent of Funds Available. It is assumed that adequate funds will be identified to provide a model rather than a minimal program. Although materials, equipment, and housing no doubt will exceed those normally supplied in a regular program, every attempt will be made to equate need with supply and to blend purchase with practicality. Identified tasks to be accomplished will determine the supplies requested.

Physical Environment and Space Allocation

The specialized nature of the program in the occupational training facility determines the physical environment and space allocation of the IMC.

The IMC is envisioned as a core unit which by design and location is both readily accessible to the total facility and adjacent to the street to facilitate evening and Saturday use for adult education. Within it are housed a variety of printed and audio-visual materials basic to the curriculum and supportive of pupils' interests and needs. In addition, certain printed and audio-visual materials will be located in the related classrooms which the Center serves.

The IMC itself would be physically attractive and geared primarily to individual study. Basically, it would consist of the following facilities:

1. Informal reading area. Here colorful, comfortable lounge chairs and coffee tables with current magazines and paperbacks, attractively displayed, will provide an atmosphere conducive to browsing and recreational reading.

2. Recessed stack area. This not only will eliminate space-consuming peripheral shelving, but will effect a change from the typical library surroundings in which the pupil previously has been unsuccessful. The area will accommodate books and AV materials interfiled according to the Dewey system. Back issues of periodicals also will be included.

3. Counter-height shelving. Low shelving will retain the open area concept and will act as space dividers within the reading and study areas.

4. Circular tables. The tables, seating four pupils each, will be arranged to contribute to the informal atmosphere. Restricting the number of pupils and effecting a change from conventional library composition will reduce the formalized distractions which inhibit effective study.

5. Study carrels with basic AV equipment. Pupils will have an opportunity for private study, listening, and viewing. Each carrel will contain a combination slide and filmstrip projector, record player, tape recorder, 8 mm cartridge-load projector, headset, and screen.

6. Small conference room. A small group (4-6) may discuss, view, listen, and interact without interrupting individual study in the reading room. Equipment will include a small table, six chairs, wall screen, electrical outlets, built-in chalk board, and cupboards.

7. Librarian's office. Here will be housed the necessary IMC records, order information, etc.; shelves and cupboards.

8. Production workroom. A sink, electrical outlets, cupboards and counter space will make possible the processing and development of materials, storage of AV equipment, and housing of supplies.

9. Display areas. Sufficient and functional display areas are important in providing an attractive room and stimulating reading.

10. Open spaces and window areas. These are essential in order to avoid a cluttered, closed-in feeling. Windows should be strategically placed and large enough so that pupils can see out.

11. Carpeting and acoustical treatment. This floor covering is sound absorbing, attractive, and a departure from conventional library appearance.

12. Restroom facilities. These must be adjacent to the core unit if evening and Saturday access is to be provided.

Equipment, Audio-Visual

Present trends in the design of audio-visual equipment and recent communications research seem to indicate a recognition of the growing importance of individualized learning and a multi-media or multiple pathway approach in the learning process. The continuous growth of a variety of systems of instruction presently warrants only the most flexible planning. Certain basic combinations of present audio-visual equipment, however, would be usable as building blocks for future systems while serving as innovators within existing instructional technology.

In this context, recommendations for equipment are divided into the categories of Equipment-Classroom, Equipment-Classroom Study Centers, and Instructional Materials Center-Study Carrels.

Equipment-Classroom. Regardless of how individualized instruction is conceived, there still will remain large blocks of time in which the teacher must discuss, test, summarize, or introduce with the whole class. Practical convenience for the teacher and multiple communications pathways for the pupil have been important considerations in the selection of equipment for each classroom to make good use of a multi-media approach to learning.

Equipment-Classroom Study Centers. As a part of the mediating environment, each classroom is conceived with five individual study carrels equipped so that the pupil can listen to instructions and narration, see visuals from at least two different sources, and interact with printed work or manipulative objects. Such learning centers will be used for remediation, for drill and fundamentals and as motivational stimuli through the provision of dynamic segments of contemporary materials. It is anticipated that a Curriculum Laboratory within the total facility will be creating much of the material used in these classroom study centers.

Equipment-Instructional Materials Center-Study Carrels. Space for twenty individual study carrels surrounding the library reading room would allow a variety of curricular and extra-curricular materials to be experienced by pupils. Interesting jobs and occupations, personal health, personality, travel/geography, specialized interests and hobbies could be some of the subject areas presented in new and creative ways with existing materials and center-produced visuals. In addition to encouraging informational enrichment, specific skills and course units could be presented in a programmed mode and made available during the school day as well as evenings and Saturdays for adult education.

Equipment-Library. The combined resources of the IMC include basic equipment, although used in a non-traditional way, to facilitate library services. Equipment will be selected according to American Library Association standards plus rationale specifically related to the philosophy and goals of this project.

Printed and Audio-Visual Materials. As a general conceptual plan, it is assumed that (1) such a Center would demand new occupational and industrial skills material with an emphasis on recent development, and that (2) "interest commanding" material of a contemporary nature, sufficiently different from the "traditional" school, might re-motivate many toward academic skills.

Printed and audio-visual materials will be selected to meet the following objectives:

1. To provide materials for occupational skills. This would include job performance as well as job requirements.
2. To provide materials to supplement courses offered for the high school diploma
3. To provide materials for personal adjustment and personal development
4. To provide materials for recreational reading and vicarious experience

Personnel

Instructional Media Coordinator (Certificated). It is essential that a specific person have the full-time responsibility for coordinating the policies, procedures, and activities of the IMC. Ideally, this person should be skilled in both library and audio-visual philosophy and techniques. Knowledge of curriculum, successful teaching experience at the high school level, school library experience, audio-visual coordinatorship, and willingness for innovation are all important to this assignment. The closest existing classes of personnel are Library Cordinator--Audio-Visual, or Library Coordinator--Secondary.

Technical Assistant (Classified). A Center dedicated to considering and meeting the individual needs of pupils requires a staff member skilled in the production of materials as well as knowledgeable in the application, operation, and minor maintenance of audio-visual equipment. This person ideally is an experienced graphic artist with an interest and capability for in-service training in the coordination of audio-visual equipment. The existing class of Illustrator possibly could be used.

Clerical Assistant (Classified). The clerical duties would be performed by a library clerk or intermediate clerk-stenographer. Two paid student assistants, each working half-day assignments, would be able to type, file, and assist in a variety of the IMC operations.

APPENDIX J

BUDGETS
LOS ANGELES INTERNATIONAL AIRPORT
OCCUPATIONAL TRAINING CENTER

	1st Year	2nd Year
Administration		
Salaries - Certificated	$ 16,613	$ 17,278
Salaries - Non-Certificated	8,272	8,603
Other Expenses	6,350	6,350
Total	31,235	32,231
Instruction		
Salaries - Certificated	421,633	438,498
Salaries - Non-Certificated	43,617	45,362
Other Expenses	63,021	47,099
Total	528,271	530,959
Health Services		
Salaries - Certificated	39,767	41,358
Salaries - Non-Certificated	3,994	4,154
Other Expenses	500	500
Total	44,261	46,012
Pupil Transportation		
Other Expenses	74,400	74,400
Operation of Plant		
Salaries - Non-Certificated	12,609	13,113
Other Expenses	3,680	3,680
Total	16,289	16,793
Maintenance of Plant		
Other Expenses	2,866	15,515
Fixed Charges		
Other Fixed Charges	31,254	32,504
Lease of Facilities	67,200	67,200
Total	98,454	99,704
Capital Outlay		
Alterations and Improvements of Leased Property	395,000	-
Equipment - Administrative Offices	1,000	-
Equipment - Moveable - Schools	142,533	28,880
Equipment - Health	2,500	-
Total	541,033	28,880
GRAND TOTAL	$1,336,809	$844,494

APPENDIX K

BUDGETS
CENTRAL CITY
OCCUPATIONAL TRAINING CENTER

	1st Year	2nd Year
Administration		
Salaries - Certificated	$ 16,613	$ 17,278
Salaries - Non-Certificated	8,272	8,603
Other Expenses	6,350	6,350
Total	31,235	32,231
Instruction		
Salaries - Certificated	421,633	438,498
Salaries - Non-Certificated	43,617	45,362
Other Expenses	63,021	47,099
Total	528,271	530,959
Health Services		
Salaries - Certificated	39,767	41,358
Salaries - Non-Certificated	3,994	4,154
Other Expenses	500	500
Total	44,261	46,012
Pupil Transportation		
Other Expenses	54,200	54,200
Operation of Plant		
Salaries - Non-Certificated	12,609	13,113
Other Expenses	3,680	3,680
Total	16,289	16,793
Maintenance of Plant		
Other Expenses	1,735	12,340
Fixed Charges		
Other Fixed Charges	31,254	32,504
Lease of Facilities	61,200	61,200
Total	92,454	93,704
Capital Outlay		
Alterations and Improvements of Leased Property	340,000	-
Equipment - Administrative Offices	1,000	-
Equipment - Moveable - Schools	91,042	24,280
Equipment - Health	2,500	-
Total	434,542	24,280
GRAND TOTAL	$1,202,987	$810,519

APPENDIX L

EVALUATION DESIGN

	Objectives	Operationally Defined Dependent Variables	Assessment Devices	Comments
1.	To develop in pupils positive attitudes toward themselves, school, work, and community	Changes in pupil attitudes and attendance records	Semantic differential	Administer pre and post attitude scale
			Pupil attendance record	Compare prior attendance record with attendance record in Occupational Training Center
2.	To improve pupils' basic skills and knowledge in academic subjects	Accumulated credits toward high school diploma	Cumulative record	Compute total number of semester hours earned, based on completion of individualized instructional units

Objectives	Operationally Defined Dependent Variables	Assessment Devices	Comments
	Changes in achievement level	Standardized achievement tests	Administer pre and post achievement tests
3. To improve pupils' occupational skills and knowledge	Test scores and marks received in occupational skills classes	Teacher progress reports Situational tests	Analyze teacher progress reports
4. To identify pupils' health needs and make appropriate referrals	Identification, follow-up, and correction of health defects	Tally of medical reports	Tabulate defects found, referrals made, and defects corrected
Note: In addition, a summative evaluation will be included to identify specific strengths and weaknesses of the project	Ratings	Staff reaction form	Completed by all Occupational Training Center personnel, pupils, and on-the-job employers